ED 455 359   AA 001 336

Resources in Education (RIE). Volume 37, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and, therefore, is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, for example, geographic source, target audience, etc. (KM)

ED 455 360   CE 079 953

Heidemann, Winfried
Lifelong Learning and Employability: Is the European Model of Vocational Training in Crisis?
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 00
NOTE- 23p.; Enlarged version of a lecture at Technische Universitat Darmstadt, February 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Learning; Adult Students; Delivery Systems; Developed Nations; Education Work Relationship; Educational Change; Educational Philosophy; *Educational Policy; Employer Attitudes; *Employment Potential; Foreign Countries; Government Role; Job Skills; *Job Training; Labor Force Development; *Lifelong Learning; Models; Partnerships in Education; Postsecondary Education; Secondary Education; Student Certification; Unions; *Vocational Education
IDENTIFIERS- Denmark; *Europe; France; Germany; Great Britain; Information Society

This paper explores the traditional European model of vocational training in light of a new focus on employability and lifelong learning that is becoming more common in Europe. It includes the following four sections: (1) an overview of some examples outcomes of secondary transition among 321 students from five schools in New Zealand. Phase 1 identified students who did not intend to return to secondary school. The next year (2000), they became the target population for Phase 2, which examined the students' actual continuation on to tertiary study, tertiary qualifications, tertiary institution attended, employment patterns, intended career or job title, and sources of information they used or desired in the transition process. By 2000, approximately two-thirds had a firmer idea of their career direction. The most common pattern of intentions and actual activities was for students to leave school after year 13 with an A or B Bursary and study for a degree at a university while working part time or casually. European students were more likely than Maori and Pacific students to be more sure of their career plans, more likely to be studying at universities and polytechnics, and more likely to be making a smoother postsecondary transition. Students from low-decile schools were less likely than those from high-decile schools to participate in tertiary study. They also tended to have more vocational focus. The "most useful" sources of information were "employment-, school-, or tertiary-based." Researchers concluded that New Zealand students could benefit from individual career planning counseling. (The survey and survey results in tables and graphs are appended. Contains 33 references.) (KC)

ED 455 376   CE 081 988

Hognum, Ida
What Works in Enhancing HRD Effectiveness?
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the European Conference on Educational Research (ECER 2000) (Edinburgh, Scotland, September 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Cognitive Style; Context Effect; Developed Nations; Educational Attitudes; Employee Attitudes; Employer Attitudes; Foreign Countries; Human Resources; Influences; *Job Performance; *Labor Force Development; Learning Theories; Literature Reviews; Organizational Climate; *Organizational Development; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Strategic Planning; Surveys; Training Methods; Training Objectives
IDENTIFIERS- *Human Resources Administration; Human Resources Professionals; *Netherlands

A study was conducted to determine what factors of human resource development (HRD) or other learning interventions impede or enhance improved performance. A review of the literature suggested theories of HRD effectiveness, where HRD effectiveness is perceived as the extent to which HRD goals and objectives are achieved. Various authors state that the outputs of HRD can be measured at several levels, such as learning, behavior, and results. The research also suggests that HRD must be aligned with strategic planning--although this may result in a top-down approach that will limit commitment from employees. A number of contextual characteristics exerting influence on HRD are noted, since the environment of the company influences the effectiveness of HRD. The study is based on data derived from a survey of 44 Dutch companies with more than 500 employees each. The data were collected in 1997, using four questionnaires sent to 767 representatives of the companies (44

Community Colleges; Computer Literacy; Computer Uses in Education; Distance Education; Diversity (Student); Education Work Relationship; Educational Needs; *Educational Research; Educational Technology; Educational Trends; Elementary Education; Employment Practices; Entrepreneurship; Ethnic Groups; Graduate Study; Indexes; Information Systems; Internet; Job Performance; Junior High Schools; Labor Force Development; Marketing; Middle Schools; Needs Assessment; *Office Occupations Education; Performance Based Assessment; Po Marketing Education
IDENTIFIERS- Marketing Education

This document (which is to be the last in its series) indexes business education articles and research studies compiled from a selected list of 38 periodicals published in 2000. Priority is given to journals essential to research and teaching across the broad business education spectrum. Articles are indexed by subject and author. The following are among the subject headings under which entries are indexed: (1) basic business (accounting, consumer awareness, economics, entrepreneurship/small business, finance/investments, international business, management, marketing); (2) communications (court reporting, electronic, multicultural, presentations, speaking, writing); (3) curriculum (colleges and universities, elementary, graduate, junior high/middle school, postsecondary/community college, secondary/high school); (4) document design and production (graphics, keyboarding, reprographics, Web page development); (5) general educational issues (administration, guidance and counseling, international education, standards); (6) information systems (data security, database management, decision support systems, end-user computing, expert systems, hardware, Internet/World Wide Web, networks, programming, records management); (7) office management (equipment and supplies, ergonomics and facility management, mail management, support staff); (8) personnel issues (diversity, ethics and law, occupational information, performance evaluation, professional development, temporary staffing); (9) research methodology issues; (10) teaching (adult learners, career awareness, distance learning, diverse populations, instructional technology, school-to-work, student recruitment, teacher preparation, technology education); and (11) training and development (instructional design, performance improvement). (MN)

ED 455 394   CE 082 018

Marsh, Cecille
End User Computing at a South African Technikon: Enabling Disadvantaged Students To Meet Employers' Requirements.
PUB DATE- 00
NOTE- 17p.; Paper presented at the European Conference on Educational Research (Edinburgh, Scotland, September, 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Computers; Access to Education; Competence; *Computer Literacy; Computer Uses in Education; Developing Nations; *Disadvantaged; Disadvantaged Schools; Education Work Relationship; Educational Needs; Educational Opportunities; Educational Practices; Educational Trends; Educationally Disadvantaged; Employer Attitudes; *Employment Qualifications; Foreign Countries; *Information Technology; Keyboarding (Data Entry); Needs Assessment; Postsecondary

*Vocational Education; *Vocational Education Teachers; Work Environment
IDENTIFIERS- *Australia

The changing role of staff development for teachers and trainers in Australia's vocational education and training (VET) sector was examined. Data collection strategies were as follows: a preliminary analysis of VET staff development provision; a literature review of mainly Australian sources; a Delphi survey involving 31 key stakeholders in VET across Australia; telephone interviews with human resource personnel in a national stratified sample of 394 public and private registered training organizations; a survey of 686 teachers and trainers in those organizations; and analysis of 15 case studies of staff development in selected VET organizations and programs. The examination focused on the following aspects of the topic: characteristics of teachers/trainers in the VET sector; future policy challenges and VET teachers/trainers; current arrangements for staff development; VET teachers/trainers and their experiences of staff development; and good practice in staff development for VET teachers/trainers. The overall profile of VET staff was one of a very diversified work force. Very different patterns in the approaches of public and private VET providers to staff development were found. (Twenty-nine tables/figures are included. The bibliography contains 67 references. Appendices A-F feature a literature review; overview of current provision of staff development; Delphi study; telephone survey; questionnaire; and case studies.) (MN)

ED 455 410 CE 082 047

Misko, Josie
Developing Industry Linkages: Learning from Practice.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Apprenticeships; Case Studies; Competence; Computer Assisted Instruction; Consortia; Cooperative Planning; Educational Benefits; Educational Policy; *Educational Practices; Educational Trends; Foreign Countries; Guidelines; Instructional Materials; *Linking Agents; Needs Assessment; *Partnerships in Education; Policy Formation; Postsecondary Education; Private Schools; Public Schools; *School Business Relationship; Secondary Education; Shared Resources and Services; Strategic Planning; Student Evaluation; Trainees; Training Methods; Trend Analysis; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Australia; *TAFE (Australia)

Linkages between Australia's vocational education and training (VET) and technical and further education (TAFE) sectors and industry were examined through 13 case studies involving a variety of industrial sectors in South Australia, New South Wales, and Victoria. Special attention was paid to the processes established by school clusters to develop relationships with industry. The individual case studies focused on the following topics: scope and nature of the program; strategies for developing formal linkages with industry; training packages; training and assessment; and benefits and concerns. Jointly developed competencies and standards were a cornerstone of the connections between providers of training and industry sectors. Postcompulsory institutions and secondary school providers were also linked with industry in provision of workplace training in the form of

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Definitions; Demography; Educational Attainment; Employed Women; *Employee Attitudes; Employees; Employer Attitudes; Employment Level; *Employment Patterns; *Employment Problems; Employment Qualifications; Ethnic Groups; Family Characteristics; *Fringe Benefits; Health Insurance; Individual Characteristics; Job Skills; Labor Force; Minority Groups; *Part Time Employment; *Salary Wage Differentials; Trend Analysis
IDENTIFIERS- Bureau of Labor Statistics; Bureau of the Census

In the past few years, union activists and some policymakers have increasingly portrayed part-time work as problematic for a worker. According to statistics compiled by the Bureau of Labor Statistics, the part-time "problem" is more rhetoric than reality. Only 17% of U.S. workers are classified as part-time. Of those 17%, 15% are voluntary part-time workers and only 1.6% (2.1 million workers) are involuntary part-time workers. Part-time employment has not increased significantly in the past 25 years. Most part-time workers are not responsible for supporting a family because they are members of families with two or more workers. The median annual family income of part-time workers is $44,506. The racial and ethnic breakdown of the part-time work force closely resembles that of the full-time labor force. Part-time jobs are held mostly by teenagers and females. According to new research, the skills required to perform the duties of part-time jobs are often lower than those required for full-time jobs. After skills differences and other personal differences are accounted for, the wage gap between part-time and full-time workers is nearly nonexistent. Recent Census Bureau data show that 70.5% of part-time workers are covered by health insurance, either through work or through coverage provided by other earners of the household. (MN)

ED 455 428 CE 082 089

Walker, David M.
Human Capital: Building the Information Technology Workforce To Achieve Results. Testimony before the Subcommittee on Technology and Procurement Policy, Committee on Government Reform, U.S. House of Representatives.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); Administrator Role; Adult Education; Adult Learning; Agency Role; Change Strategies; Definitions; Educational Needs; *Federal Government; Federal Programs; Government Role; Guidelines; *Human Capital; *Information Technology; Job Training; *Labor Force Development; Labor Needs; Labor Supply; Mass Media; Models; Needs Assessment; *Personnel Management; Policy Formation; Position Papers; Postsecondary Education; Private Sector; Public Agencies; Public Policy; Public Sector; Staff Development; Strategic Planning; Technological Advancement; *Technology Education; Trend Analysis; Work Environment

The Comptroller General of the United States testified before Congress regarding the General Accounting Office's (GAO's) framework for building the information technology (IT) work

Stern, David; Dayton, Charles; Raby, Marilyn
Career Academies: Building Blocks for Reconstructing American High Schools.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; Academic Education; Articulation (Education); At Risk Persons; *Career Academies; Dropout Prevention; *Education Work Relationship; *Educational Improvement; High School Graduates; High Schools; House Plan; *Integrated Curriculum; *Outcomes of Education; Partnerships in Education; Program Effectiveness; Program Evaluation; School Business Relationship; Student Characteristics; Transitional Programs; Vocational Education; Wages

After more than three decades of development and two decades of evaluation, career academies have been found to be effective in improving the performance of students in high school, particularly for students at greatest risk. Career academies have become the most durable and best-tested component of a high school reform strategy that includes dividing large schools into smaller units. The number of career academies has been expanding rapidly because they have been found to be effective and because they embody ideas promoted by several major high school reform movements, including school-to-work advocates, the Coalition of Essential Schools, and the small schools movement. Today most career academies combine a college prep curriculum with a career-related theme and occupational training partnerships with employers. Most of their students attend four-year colleges. (Six tables list the findings of various studies of career academy growth; performance of career academy students and graduates; academic performance and high school completion of students in career academies compared to other students; postsecondary education enrollment of career academy graduates; employment rates after high school of students in career academies compared to other students; and effects of dividing large high schools into smaller subunits. A list of 65 references is included.) (KC)

ED 455 446   CE 082 128

Winthrop, Jerauld
Internship Handbook for Career Academies.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 01
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Academies; Compliance (Legal); Education Work Relationship; Employer Employee Relationship; High Schools; *Internship Programs; Labor Legislation; Partnerships in Education; *Program Development; Program Implementation; Records (Forms); *School Business Relationship; Student

Homework; Student Behavior; *Student Motivation; *Study Skills; Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- *United States (Midwest)

Students attending high school in a large midwestern metropolitan area participated in a program designed to increase their motivation in a geometry class. Evidence of the problem included teachers' observations of off-task student behavior. Also, teachers reported that homework was not being completed as often as desired, and that students who fell behind in their homework completion were often lost during class in subsequent lessons. Three categories of interventions were designed: (1) an increase in teacher-parent contact; (2) an increase in teacher assistance; and (3) an increase in teacher-student communications. Post intervention data did not indicate increases in student achievement, student understanding of concepts or transfer of information, or student time on-task. The researchers felt the interventions were worthwhile even though no significant improvements towards the goals were documented. Evaluation instruments are appended. (Contains 16 references and 6 figures.) (JDM)

ED 455 463   CG 031 055

Copeland, Troy; Davis, Kathy; Foley, Becky; Morley, Brian; Hyman, Karen
Improving Middle School Students' Academic Success through Motivational Strategies.
PUB DATE- 01
NOTE- 63p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; *Cooperative Learning; Grade 7; Grade 8; Intervention; Middle Schools; Notetaking; Planning; *Student Motivation
IDENTIFIERS- United States (Midwest)

A project was created to help seventh and eighth grade students improve their academic success. Students attended a middle school located in a growing urban community in the Midwest. Existence of the problem included records of low grades; an observation checklist to measure off-task behaviors; teacher surveys that determined the effect of missing assignments; and a student survey that indicated a lack of relevance for learning. Interventions consisted of instruction in cooperative learning activities to increase on-task behaviors, the use of a student portfolio to increase relevance to learning, and the use of an assignment notebook to improve organizational skills. Post intervention data suggests that while classroom strategies and combined efforts of teachers may improve both student motivation and academic success, the success of motivational strategies cannot be accompanied solely by the teacher. Additional studies are needed to find methods of supporting teacher efforts. Evaluation instruments are appended. (Contains 41 references and 9 tables.) (JDM)

ED 455 464   CG 031 056

Goldberg, Kim; Foster, Karen; Maki, Brett; Emde, John; O'Kelly, Mark
Improving Student Motivation through Cooperative Learning and Other Strategies.
PUB DATE- 01

statistics on substance abuse among community members. Once facts are gathered about heroin, other drugs, and alcohol problems locally, action can be taken to create policies, develop programs, and educate policymakers and the public. The information can also be used to plot changes over time to monitor successes or failures of efforts. Several resources and Web sites are listed for additional information. (JDM)

ED 455 486   CG 031 096

School Violence: What Is Being Done To Combat School Violence? What Should Be Done? Hearing before the Subcommittee on Criminal Justice, Drug Policy, and Human Resources of the Committee on Government Reform. House of Representatives, One Hundred Sixth Congress, First Session (May 20, 1999).
PUB DATE- 00
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; *Government Role; High Risk Students; Internet; Prevention; Role of Education; Secondary School Students; Social Problems; *Violence

School violence at all levels of education is an issue that Congress has a responsibility to address. By calling together diverse groups from across the Nation, this subcommittee of the House of Representatives worked with federal, state, and local officials to confront a national problem. Statements and letters were received from representatives from the Substance Abuse and Mental Health Services Administration; the National District Attorneys Association; the National Association of School Counselors; the National Rifle Association; law enforcement officers; and university and school personnel. The hearing focused on whether federal programs operate efficiently and effectively in combating school violence and whether needed improvements are being made. It attempted to gather information on what promising approaches are being pursued in states, communities, and schools and what Congress can do to facilitate these goals. Questions were also addressed concerning the Internet and its potential role in promoting violence. (Contains 79 references.) (JDM)

ED 455 487   CG 031 097

Habicht, Manuela H.
Smoking Cessation: Uni-Modal and Multi-Modal Hypnotic and Non-Hypnotic Approaches.
PUB DATE- 00
NOTE- 62p.; Dissertation submitted in partial fulfillment of the requirements of the Postgraduate Degree in Social Science (Clinical Hypnosis), Queensland University of Technology.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Behavior Modification; Cognitive Restructuring; Foreign Countries; Hypnosis; Literature Reviews; Prevention; Public Health; *Smoking
IDENTIFIERS- Australia (Queensland); *Smoking Cessation

A survey of Queensland's population in 1993 determined that 24% of the adults were smokers. National data compiled in 1992 indicated that 72% of the drug-related deaths were related to tobacco use. In light of the need for effective smoking

"Ta(l)king Back: Dialogizing Authorship" (L. Cruddas and P. Watson). Under Part 4 (Tertiary Education as a Site for Critical Literacies) are these essays: "Critical Literacy in the Second Language Classroom: Power and Control" (C. Wallace); "Building Bridges/Making Meanings: Texts of Popular Culture and Critical Pedagogy in Theory and Practice" (J. W. Bell); "Responding to Academic Discourse: Developing Critical Literacy at a South African University" (J. Clarence-Fincham); "Tensions and Ambiguities in Critical Literacy" (N. Wooldridge); and "Critical Literacies and Local Action: Teacher Knowledge and a 'New' Research Agenda" (B. Comber). (NKA)

ED 455 507 CS 014 452

Bentivolio, Kerry
Improving a Student's Reading Comprehension Skills by Teaching Computer Aided Design.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Design; *Computer Assisted Instruction; High Schools; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Skills

A serendipitous observation resulted in an examination of the effectiveness of using a computer aided design course to improve high school student's strategic reading skills. Conducted in a 3 month semester period, the study relied on teacher observations, student questionnaires, and personal interviews. More than 75% of the students in the computer aided design course improved reading comprehension and study skills. (Contains 11 references.) (Author/RS)

ED 455 508 CS 014 453

Jacob, Alison
Raising the White Flag in the Reading Wars.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, 12-15 July 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Instructional Effectiveness; *Literacy; Primary Education; *Reading Instruction; Teaching Methods; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Australia (Tasmania); Research Results

This paper discusses the teaching of reading and writing, especially in the early years. The paper argues that if educators cut through the detail of much convergent and some discrepant research findings it is possible to uncover an integrated picture of how children's reading and writing skills develop, and how this development can be promoted. The paper contains three sections: first, it discusses three reasons for the continued debate and controversy about the teaching of reading and writing that seem to obscure the task of identifying effective literacy teaching and learning practices and reaching some common ground; second, it considers three indicator of writing skills improvement. Second, the journal serves as a vehicle to improve written skills. The final components are the creative writing activities, which are used to increase interest and motivate students to write. Results are measured by data compiled from the writing rubric, expert interviews, and writing checklists. After compiling the results of the post-rubric both sites showed an improvement in writing skills. (Contains 10 unnumbered tables of data, 2 figures and 39 references. Appendixes contain survey instruments, rubrics, student artifacts, journal writing checklists, and student journal artifacts. (RS)

ED 455 526 CS 217 645

Young, Carol
Room for Five: Senior High School English Language Arts. Teacher Guide.
PUB DATE- 01
NOTE- 93p.; This teacher guide contains teaching and learning activities to accompany the nine-video series "Room for Five" developed by Alberta Learning, ACCESS: The Education Station and The Image Works Alberta Inc. not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Communication Skills; *English Instruction; Foreign Countries; High Schools; *Language Arts; Learning Activities; Scripts; Units of Study
IDENTIFIERS- Alberta; *Video Viewing

This teacher guide contains teaching and learning activities to accompany "Room for Five," a video series developed by Alberta Learning. The teacher guide is designed to give teachers ideas for using and connecting the videos from the series to the outcomes of the new Alberta curricular programs. It features student activities for the opening credits and each of the nine videos, as well as four units that may be covered with the student activities or separately. The four units in the guide feature scripting, producing a film/video, interviewing, and effective communication; references are made to specific videos and, in some cases, to specific student activities. Each unit in the guide includes: a focus; a connection to particular outcomes from the Alberta "Program of Studies for Senior High School English Language Arts," Pilot Draft (April 2000) and to other particular outcomes; a reference to texts being studied; a reference to the particular text(s) that will be created; an overview, and suggestions for class organization and time; an assignment; notes to teachers, including suggested procedures and information; and ideas for assessment and metacognition. Appended are handouts/blackline masters and sections of the original shooting scripts for two of the videos. (NKA)

ED 455 527 CS 217 648

Adkison, Stephen
Toward a Coevolution of Language Theories: Linking Composition with Brain and Language Studies.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

quotes and anecdotes in the collection feature topics and sources not found in other references for the general public. The collection offers more than 160 subjects principals and teachers care about most; over 700 quotations; current and timely topics added to time-tested favorites; and cutting-edge and provocative quotes included with traditional sayings. In addition to the usual respected scholars, statesmen, writers, politicians, and philosophers, the collection includes quotes from real teachers, administrators, and students, and non-traditional sources such as Sitting Bull, the Ayatollah Khomeini, the Grateful Dead, Mike Tyson, and rapper Ice T. (Also contains a short list of other resources.) (NKA)

ED 455 546 CS 510 594

Valtin, Renate; Watson, Alan
Honesty versus Loyalty: What Children Think about Dealing with Their Friend's Wrongdoing.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Developmental Stages; Elementary Education; Foreign Countries; *Friendship; *Honesty; *Interpersonal Communication; *Parent Child Relationship; Student Attitudes; Values
IDENTIFIERS- Australia; Germany; *Loyalty

The present study investigates what children of various ages think about concealing or revealing the wrongdoing of a friend in a hypothetical conflict between honesty to parents and loyalty to a friend. The study also examines how children's reasoning was affected by the expectation of parental punishment. A total of 200 children (20 boys and 20 girls aged 5, 6, 8, 10, and 12; 100 German and 100 Australian) were asked in semistructured interviews what they thought about stories in which the protagonist confessed a misdeed to a friend who, in turn, revealed this to his mother. The analyses showed that the majority of 5- and 6-year-olds advocated obedience to parents, some of them because they thought the transgressor deserved punishment. Older children tended to favor secrecy, in order to spare their hypothetical friend parental chastisement. When older children advocated confession, it was generally for tactical reasons (diminution of punishment) or with "therapeutic" motives (relief of conscience by talking about the deed). Issues of the appropriateness of punishments, of making good for the wrongdoing and the role of friends as moral authorities, took on a greater importance with increasing age. The strategies of the children reflect developmental changes in the concept of punishment (from retaliation to explanation) and in the concept of friendship (older children emphasizing loyalty obligations). German children were more likely than Australian children to hide wrongdoing from parents. (Contains 3 tables of data and 18 references.) (RS)

ED 455 547 CS 510 595

Jacobson, Anna
Social Interactions and Learning in an Informal Setting: An Ethnography of Communication in a Knitting Circle.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Is there an awareness of other management styles? Is there a need for participatory management style? and Has a participatory management style been realized in Czech basic schools? If "yes," what kind of decision making is made, to what extent are the decisions made in a participatory way, and what areas of these schools are affected? If "no," what are the main obstacles to participatory situations at schools? Questionnaire surveys, semistructured individual interviews, group interviews, observation, and study of documents were used. Findings indicate that a variety of management styles are being used, with the majority of school heads satisfied with the management style they have adopted. Another conclusion was that school leaders did not have much interest in getting teachers involved in shared-decision making. (DFR)

ED 455 567   EA 031 094

Pol, Milan; Rabusicova, Milada
On the Process of Setting Up Boards of Governors in the Czech Republic and Its Main Determinants.
PUB DATE- 96
NOTE- 6p.; Paper presented at the Annual European Conference on Educational Research (Sevilla, Spain, September 24-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; *Community Involvement; Educational Change; Educational Environment; *Educational Improvement; Educational Legislation; Elementary Secondary Education; Foreign Countries; *Governance; *Governing Boards; Public Schools; School Community Relationship; *School District Autonomy; School Effectiveness; *School Organization
IDENTIFIERS- Czech Republic

After 1989, because of political and social change in the Czech Republic, a new and effective system of school governance developed. Before this date, schools were closely tied to central controlling bodies; however, in recent years, there has been a tendency to set up a system in which schools can become an open and organic part of their local environment. Central ways of governing schools have gradually been transformed into a new system of school governance in which the local community plays an important role. Boards of governors can be seen as the main element of the new school governance system. This paper is based on a study that analyzed relevant legislation, school documentation, and public discussion of the last 7 years in the Czech Republic. The study included interviews with school leaders, parent representatives, and representatives of local educational authorities. Findings indicate that agents of change have not yet managed to introduce the idea of local school governance in a successful way. It also appears evident that there is a need for the management of the whole process. At the moment, boards of governors in the Czech Republic are often viewed by many practitioners as a good idea; however, the immediate practical benefit of these boards is rather questionable. (DFR)

ED 455 568   EA 031 095

Pol, Milan; Rabusicova, Milada
Changes in Czech Education--Improvisation or a Controlled Process? The Case of Launching School Governing Bodies.
PUB DATE- 00

sites about educational technology. (RT)

ED 455 587 EA 031 144

Apthorp, Helen
Critical Collegiality & Self-Renewing Schools. Division K Symposium.
PUB DATE- 01
NOTE- 73p.; Symposium, presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Collegiality; *Cooperation; *Cooperative Programs; *Critical Thinking; Educational Change; Elementary Secondary Education; Group Activities; Management Development; Professional Development; Self Evaluation (Groups)

This document is four papers in one that focuses on the practice of critical collegiality through collaborative processes and how the resulting self-study may lead to positive school reform. "The Data in a Day Self-Study Process" (Kim Taylor) describes the Data in a Day process that brings teachers, parents, community members, administrators, and students together in a day of observations, note taking, analysis, and discussion to promote self-study. "Opportunities for Critical Collegiality through Collaborative Action Research Teams" (Patricia A. Lauer) characterizes the practice of professional development through research project collaboration and presents four case studies. "School Portfolios, Critical Collegiality, and Comprehensive School Reform" (Edmund T. Hamann, Brett Lane, and Susan Hackett Johnson) examines the state of Maine's use of portfolios as an extra mechanism to document school change processes for later reflection. "A Study of Critical Collegiality in One of The Learning Network Schools" (Helen Apthorp, Vickie Weseman, Peggy Moses, and Marilyn Herzog) examines how The Learning Network might have allowed a school to create some of the key features of critical collegiality and help teachers deepen their subject matter and pedagogical knowledge in the area of language arts. Each paper contains references. (RT)

ED 455 588 EA 031 145

Bradley, Clyde; Beckwith, John; Price, Alfred
Illinois Educational Recertification: Impact on Local, Regional, and State Control.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Education Finance Association (Cincinnati, OH, March 22-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Early Childhood Education; Elementary Secondary Education; Professional Development; *State Aid; *State Legislation; *Teacher Certification; Teacher Education
IDENTIFIERS- *Illinois

In 1997, the Illinois Legislature passed significant legislation that increased the foundation level for general state aid.

Russo, Charles J., Ed.; Polansky, Harvey, Ed.; Wood, R. Craig, Ed.
Primer on Legal Affairs for the School Business Official.
PUB DATE- 01
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Board of Education Policy; Charter Schools; *Constitutional Law; Contracts; *Court Litigation; Dress Codes; Educational Vouchers; Elementary Secondary Education; Federal Courts; Federal Legislation; Freedom of Speech; Negligence; Personnel Evaluation; Privatization; School Based Management; *School Business Officials; *School Law; Search and Seizure; Special Needs Students; State Church Separation; State Courts; Student Rights; Student Transportation; Teacher Rights
IDENTIFIERS- Americans with Disabilities Act 1990; Establishment Clause; First Amendment; Fourth Amendment; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504); Supreme Court

This book provides school business administrators with an introduction to a variety of legal issues relevant to their professional roles. The book is divided into three major sections: management issues, employment issues, and constitutional issues. The topics covered in the seven-chapter section on management issues include board and district policy, contracts, supervision of students, privatization of K-12 public education, legal aspects of site-based management, transportation, and charter schools. The two-chapter section on employment issues deals with supervision and evaluation of school personnel and employee rights. The last section, constitutional issues, contains four chapters that deal with the following topics: services for students with disabilities, religious influences and the public school, student free speech and dress codes, and the Fourth Amendment and the quest for drug- and weapon-free schools. (PKP)

ED 455 608   EA 031 206

Achilles, C. M.; Finn, J. D.
The Varieties of Small Classes and Their Outcomes.
PUB DATE- 00
NOTE- 57p.; Paper presented at the combined National Invitational Conference of the U.S. Department of Education and Temple University's Laboratory for Student Success (Washington, DC, November 30-December 1, 2000). Written with the assistance of G. Pannozzo, S. B. Gerber, and K. Schwengel. University research supported by a Spencer Foundation Grant.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; Comparative Analysis; Educational Change; Elementary Secondary Education; Federal Programs; State Programs; Statistical Analysis; *Teacher Student Ratio
IDENTIFIERS- *Student Teacher Achievement Ratio Project TN

The federal class-size-reduction initiative and programs such as Wisconsin's Project SAGE (Student Achievement Guarantee in Education) provide funds for a variety of "small-class models," including intact small classes with one teacher, team-taught classes with 30 or more students and 2 full-time teachers, "push-in" or "pull-out" classes with 25-30 students and an additional teacher who works with small groups of students for presented is derived from a federally funded project that provided training and technical assistance to local early intervention interagency teams. The project's purpose was to facilitate the establishment of local collaborative teams to work on challenges associated with putting in place a long-term vision for systems change to achieve inclusive, quality, comprehensive early care and education services to young children birth through 5 (or up to age 8) and their families. The project provided a facilitator to work with local community teams for approximately six sessions, after which, it was hoped, the team would be self-sustaining. The paper begins with an overview of evidence-based change and team development theories. It then provides a description of a model for facilitation through five developmental stages of change: (1) current context; (2) change initiation; (3) growing competence, confidence, and commitment to change; (4) full change implementation; and (5) desired change now current context. In the descriptions of these five developmental levels, reference is made to various activities that the facilitator can use with the team. (Contains 10 references.) (CR)

ED 455 629   EC 308 501

Guide to Substance Abuse & Disability Resources Produced by NIDRR Grantees. Second Edition.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 70p.; For earlier version, see ED 432 107. Also developed by the Rehabilitation Research and Training Center on Drugs and Disability, Dayton, OH.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Adults; *Alcohol Abuse; Alcoholism; *Disabilities; *Drug Abuse; Journal Articles; *Publications; Reference Materials; Resource Materials; *Substance Abuse; Videotape Recordings
IDENTIFIERS- *National Center for the Dissem of Disabil Research

This booklet is intended for use as a resource guide on substance abuse and co-existing disability areas by researchers, professionals, and people with disabilities. It contains scholarly items as well as a number of immediately functional resources for use by teachers, rehabilitation personnel, and others in their work with substance abuse issues. Resources are divided into eight categories with citations and abstracts for all listings: (1) 4 books/book chapters; (2) 12 fact sheets/brochures; (3) 11 conference papers and proceedings; (4) 64 journal articles; (5) 11 newsletters and articles; (6) 11 project reports; (7) 19 training manuals; and (8) 5 videotapes and audiotapes. A list of National Institute on Disability and Rehabilitation Research (NIDRR) grantees who provided substance abuse and disability information is also provided. (CR)

ED 455 630   EC 308 502

Wallace, Teri; Gerlach, Kent
State Level Initiatives Related to Training and Supervision of Paraeducators. Quick Turn Around (QTA).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

their students. Resources address curriculum modification, teaching methods in inclusive schools, assistive technology, grading, writing instruction, paraeducators, diagnostic testing, science instruction, and reading instruction. Contact information for book publishers is provided at the end of the document so that educators can easily obtain those resources of interest to them. (CR)

ED 455 649 EC 308 537

Halpern, Andrew S.; Herr, Cynthia M.; Doren, Bonnie; Wolf, Nancy K.
NEXT S.T.E.P.: Student Transition and Educational Planning. Teacher Manual, Student Workbooks, and Videotape . Second Edition.
PUB DATE- 00
NOTE- 431p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- *Career Planning; *Curriculum; *Disabilities; *Education Work Relationship; High Schools; Lesson Plans; *Student Educational Objectives; Student Empowerment; Student Participation; *Transitional Programs; Videotape Recordings

This curriculum kit contains a teacher manual, five student workbooks, a program guide, informational brochures, and a videotape recording, designed to teach high school students with and without disabilities how to begin planning for their lives after they leave school. NEXT S.T.E.P. (Student Transition and Educational Planning) is intended to help students learn how to take charge of their own transition planning. Lessons are designed to help students become motivated to engage in transition planning, engage in meaningful and useful self-evaluation, identify and select transition goals and activities, monitor the implementation of their transition plans and make adjustments when needed, and take responsibility for conducting their own transition planning meeting. The curriculum contains 16 lessons and most of the materials that a teacher will need to implement the lessons, including lesson plans, blackline masters for overhead transparencies, student workbooks, and all the assessment tools, planning sheets, and other forms that the students will need to produce their transition plans. A program guide contains teacher insights that address basic considerations, student issues and concerns, and making lessons work well. The 3-hour videotape recording presents instructive video vignettes that play a motivational and instructional role within several of the lessons. (CR)

ED 455 650 EC 308 538

Prevention Research & the IDEA Discipline Provisions: A Guide for School Administrators.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

*Urban Schools
IDENTIFIERS- *New York City Board of Education

This report presents data collected from 43 over-capacity elementary schools in the New York City Public School system. The data give information about typical class sizes in the early grades and the cost of an initiative to reduce class size. Of the 1,722 classrooms examined, 56 percent are considered to be overcrowded, and 438 of the city's 723 elementary school buildings (61 percent) are operating at or in excess of capacity. Further, the schools possess far too few specialty rooms, including libraries, gymnasiums, staff rooms, and cafeterias. Parent rooms often are missing or inadequate. Students often are crammed into small rooms, and the schools surveyed need 15 percent more classrooms to implement the city's initiative to reduce class size. Recommendations include increasing the use of underutilized middle schools, and submitting new school bonds to voters and backing them with voter education campaigns. A third recommendation is to have the board of education consider adjusting its 5-year capital plan to take into account the initiative to reduce class size by spending a larger share of the funds on space that is faster and easier to create, such as additions and relocatable classrooms. (GR)

ED 455 670 EF 005 956

Green, Mark
Still No Room To Learn: Crowded NYC Schools Continue To Jeopardize Smaller Class Size Plans. A Follow-Up Report to "No Room To Learn" and to the Class Size Summit Working Papers.
PUB DATE- 00
NOTE- 13p.; For the original report on NYC school class size plans, see EF 005 918.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; Comparative Analysis; *Crowding; Educational Facilities Improvement; *Educational Research; Elementary Education; *Elementary Schools; Public Schools; *Urban Schools
IDENTIFIERS- *New York City Board of Education

This follow-up report revisits the overcrowded classroom issues facing the New York City Public School system after one year's efforts to correct the problem. The study reveals that: (1) 53 percent of all New York City elementary school buildings and annexes are overcrowded and continue to operate at 99 percent or greater capacity; (2) in 10 school districts, 70 percent or more of elementary school buildings are operating at 99 percent or greater capacity; (3) minischools and transportables, both ways to quickly increase capacity, are also overcrowded; and (4) over the last year, New York City collected less than 31 percent of the state's reimbursable school building aid despite enrolling almost 40 percent of the state's students. To end the class-size crunch and improve student performance, the report recommends that a number of specific actions be taken by the board of education, the State, and the City, including lobbying for new federal assistance. (GR)

ED 455 671 EF 005 969

More and Better Schools with Repeal of Prevailing Wage. Special Report.
PUB DATE- 99
NOTE- 9p.

From the Learners' Perspectives: The Needs for Awareness-Raising towards Autonomy and Roles of the Teachers.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *English (Second Language); Foreign Countries; Higher Education; *Independent Study; Personal Autonomy; Questionnaires; Second Language Instruction; Second Language Learning; Student Motivation; *Student Role; *Teacher Responsibility; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Japan

From the results of questionnaires, it was found that students in a Japanese English-as-a-Second-Language course tended to be highly motivated to learn. At the same time, however, they did not seem ready for autonomous learning. It is speculated that because of their past learning experiences, where the students were excessively "spoon-fed" by their teachers, they failed to develop an autonomous attitude toward their learning. Their past learning tended to be teacher-oriented, grammar-based, and oriented toward competing with one another on examinations. It is concluded that high motivation does not automatically mean that learners are prepared to work and learn autonomously. For this reason, it is necessary to consciously train students to be more autonomous learners by raising their awareness of their own learning. This training includes awareness-raising for autonomous learning through textbook reading, lectures on meta-learning, journal writing, and individual consultations. It is concluded that the training did make the learners in this study more autonomous. It is also asserted that teachers are not only facilitators of learning, but also participants in learning. Learner training is not just to train students because in doing so teachers also learn from their students by interacting with their processes of learning. (KFT)

ED 455 695 FL 026 832

Hall, Helena
When Background Matters: Three Writing Center Employees' Views on ESL Students.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; English for Academic Purposes; *English (Second Language); Foreign Students; Higher Education; Interviews; Process Approach (Writing); Second Language Instruction; Second Language Learning; Writing (Composition); *Writing Instruction; *Writing Laboratories; Writing Skills; Writing Teachers
IDENTIFIERS- University of Illinois Urbana Champaign

This paper presents findings based on interviews with three employees of a university writing center about their experience tutoring foreign students. International students who are not native speakers of English but want to enroll in American universities must demonstrate a basic level of competence in English before they can participate in a degree program. This is especially difficult for some students, as writing is postgraduate centers worldwide. It is published annually and supported financially by the participating educational centers. This volume is a bilingual edition titled in English, but published in Spanish and English. The first section describes the directory and discusses choosing a program or center, applying, and financing the program. Other sections focus on: (1) the Master's degree in Business Administration; (2) profiles of universities and centers; (3) a list of centers; (4) summary information about postgraduate education worldwide; and (5) country and alphabetical indexes. (SLD)

ED 455 718   HE 034 172

Lang, Daniel W.; House, Dawn; Young, Stacey; Jones, Glen A.
University Finance in Ontario. Research Monographs in Higher Education, Number 5.
SPONS. AGENCY- Ontario Confederation of University Faculty Associations, Toronto.
PUB DATE- 00
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Colleges; Economic Factors; *Educational Finance; Educational Policy; *Financial Support; Foreign Countries; Higher Education; *Public Policy; Trend Analysis
IDENTIFIERS- *Ontario

This study was an attempt to examine and discuss university finance issues in Ontario, Canada, within the broader context of higher education policy and to present data on trends and the impact of recent changes on Ontario universities. Multiple sources of data were used for the analyses. Higher education policy in Ontario has become increasingly viewed as a subset of provincial economic policy rather than a component of social policy or broad educational policy. Major policy initiatives for higher education seem to have become component parts of macro-level (cabinet-level) approaches to economic development. Ontario is characterized by limited capacity or organizational responsibility for policy development on the part of the government ministry responsible for postsecondary education, and Ontario appears to lack a systematic approach to higher education policy. Tuition fees in Ontario are among the highest in the country, and recent government policies have divided academic programs into those with fee levels regulated by the government and another category in which the institution has much greater discretion in establishing fees. There is some evidence that students are beginning to consider costs, rather than the academic reputation of the university, when they choose a university. In Ontario, privatization of universities sometimes means the transformation of a publicly funded program to a self-funding program, and it sometimes refers to the establishment of new institutions to provide greater access to education. Allocations from the province's SuperBuild fund suggest that the government expects public institutions to accommodate the expansion of student demand in Canada and that the government is encouraging the restructuring of existing public institutions. An appendix contains a glossary. (Contains 7 graphs, 5 tables, and 150 references.) (SLD)

ED 455 719   HE 034 174

Nodine, Thad, Ed.
Shared Responsibility: Strategies To Enhance Quality and Opportunity in California Higher Education. A Report to the

(Stanley Yeo); (2) "New at This" (Sally Brown); (3) "The Smart Student" (Marilyn Baird); (4) "The Mobile Phone" (Brain Hinton and Catherine Manathunga); (5) "I Fell Asleep in My Own Lecture" (Bob Lord); (6) "Just Give Us the Right Answer" (Brenda Smith); (7) "Playing the Crowded House" (Brad Haseman); (8) "We Might Have To Learn It But We Shouldn't Have To Think about It" (Lorraine Stefani); (9) "Getting To Know You" (Mark Griffiths); (10) "Is It Me?" (Helen Whiffen and Patricia Kalivoda); (11) "This Is All Irrelevant!" (Peter Knight and Gary Lee); (12) "Getting Sacked" (Phil Race); (13) "Learning from the Inside Out" (Peter Frederick); (14) "Teaching Power" (Lyn Carson); (15) "Clearly, You Can't Do It" (Gina Wisker); (16) "How Can I Lecture That Topic?" (Joy Higgs); and (17) "From Big Water to Reflective Pools" (William M. Timpson and Bill G. Wright). (Contains 71 references.) (SLD)

ED 455 739 HE 034 201

Cropley, Arthur J.
Creativity in Education & Learning: A Guide for Teachers and Educators.
PUB DATE- 01
NOTE- 202p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Development; *Creativity; Elementary Secondary Education; Higher Education; *Learning; *Teaching Methods

This book explores creativity in the context of education, focusing on what creativity is, how it works, and how it can be fostered. The book sets forth general principles for encouraging creativity in schools, higher education, and the family. The chapters are: (1) "Creativity: Basic Concepts"; (2) "The Role of Thinking in Creativity"; (3) "Creativity: The Role of Personal Properties"; (4) "Creativity in Adults and Children"; (5) "Measuring Creativity: Creative Thinking"; (6) "Measuring Creativity: Personal Properties"; (7) "Fostering Creativity in Educational Settings"; and (8) "Creativity in Higher Education." (Contains 7 tables, 3 figures, and 385 references.) (SLD)

ED 455 740 HE 034 206

Ruppert, Sandra S.
Where We Go from Here: State Legislative Views on Higher Education in the New Millennium. Results of the 2001 Higher Education Issues Survey.
PUB DATE- 01
NOTE- 71p.; Produced with NEA, Affiliate Capacity Building. For a report on the 1995 survey, see ED 391 445.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Accountability; College Role; Educational Finance; Federal State Relationship; Futures (of Society); Governance; *Higher Education; *Legislators; Policy Formation; *Political Influences; State Action; State Aid; *State Legislation; Statewide Planning

A survey commissioned by the National Education Association

Classroom" course and veteran teachers engaged in professional development designed to provide instruction into the integration of technology into the classroom. Instruction modeled the integration of technology from a constructionist perspective, and provided participants the opportunity to engage in activities that utilized the integration of technology. The learning environment was designed to provide instruction to skills and practice exercises utilizing computer applications that could be later used within their teaching practice. Conclusions drawn from the study suggestion that currently learners may not have enough experience learning with the integration of technology to feel comfortable to take responsibility for this type of learner-centered environment. (Contains 10 references.) (AEF)

ED 455 760   IR 020 716

Brinkerhoff, Jonathan D.; Glazewski, Krista
Hypermedia-Based Problem Based Learning in the Upper Elementary Grades: A Developmental Study.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712. Some figures contain illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; Computer Assisted Instruction; *Hypermedia; *Instructional Design; Instructional Effectiveness; Intermediate Grades; Middle Schools; Multimedia Materials; *Problem Based Learning; *Scaffolding (Teaching Technique); Student Attitudes; Teacher Attitudes; Teaching Methods

This paper describes the application of problem-based learning (PBL) design principles and the inclusion of teacher and study scaffolds to the design and implementation of a hypermedia-based learning unit for the upper elementary/middle school grades. The study examined the following research questions: (1) Does hypermedia-based PBL represent an effective instructional strategy for upper elementary/middle school students?; (2) What are student and teacher attitudes toward the PBL instructional unit?; and (3) How are student and teacher scaffolds utilized during implementation of the PBL unit? Results suggest that PBL may be an effective instructional strategy for gifted and talented sixth grade students. Student scaffolding did not seem to impact achievement or student attitudes; however, teacher scaffolding appeared to increase teacher effectiveness, confidence and attitudes. Three figures include: the hypermedia student interface, resources menu page, and balloon design strategic scaffold. Two tables provide the mean student attitude scores for the two trials conducted. (Author/AEF)

ED 455 761   IR 020 717

Broskoske, Stephen L.; Harvey, Francis A.
Challenges Faced by Institutions of Higher Education in Migrating to Distance Learning.
PUB DATE- 00
NOTE- 7p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the

Maushak, Nancy J.; Chen, Hui-Hui; Martin, Laura; Shaw, Benny C., Jr.; Unfred, David
Distance Education: Looking beyond the No Significant Difference.
PUB DATE- 00
NOTE- 16p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Computer Assisted Instruction; *Distance Education; Educational Development; *Educational Research; Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; Nontraditional Education; Teaching Methods

A review of research in distance education indicates that results are consistent in that there is no significant difference in achievement contributable to the delivery system. This "no significant difference" perspective represents a very narrow vision of the research actually occurring in distance education. This paper attempts to examine the "no significant difference" perspective by looking at research related to three other factors: learner interaction and control, two different approaches to multiple learning styles, and utilization of intelligent agents to facilitate interaction and collaboration. The first section looks at using computer assisted instruction (CAI) to support K-12 distance education. The second section explores a classification system for learning styles that would prove useful to help interpret the research related to learning styles in education. The third section explores learning styles in one specific setting, and the fourth and final section examines the emerging technology of intelligent agents and what impact this might have on changing the paradigm of distance education. (Contains 79 references.) (Author/AEF)

ED 455 780 IR 020 736

Maushak, Nancy J.; Price, Robert; Wang, Hsi-Chi
Identification and Analysis of the Leading Journals in the Field of Educational Technology: A Guide for Reading and Writing about Educational Technology.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Educational Research; *Educational Technology; Journal Articles; Periodicals; Publications; *Scholarly Journals; Surveys; Writing for Publication

This article reports on an informal study conducted to identify and analyze the content of the five leading journals in the field of educational technology. An email survey was used to identify the top five journals being read by educational technologists. An e-mail message was sent to a total of 85 faculty members at nine schools with nationally recognized courses often fail because the moderator-usually the instructor responsible for the conference-is not properly trained in techniques that build a community of learners. It has often been assumed that the skills required to create a vibrant classroom discussion translate easily to an online forum. This has rarely been the case. This study utilized the qualitative methods of grounded theory and narrative research to explore how a moderator, after undergoing training, would affect students in one of three segregated computer conferences supporting an online course. The training was based on both the academic literature on educational computer conference moderation and situational examples taken from the experiences of online moderators. The students' experiences with the trained moderator were compared with those students in the other two computer conferences without a trained moderator. The data analyzed were comprised of the messages collected from the three computer conferences, selected interviews, extensive journals written by the researcher, and an online survey. The study also considered the problems and pressures stemming from unclear policies for constructing an online course in an environment of overlapping departmental mandates. These mandates resulted in more emphasis being given to putting courses online than the choice of the most appropriate pedagogy. The results indicated that a trained moderator had a positive effect on computer conferences as community of support and [illegible] was built, while another group, without such a moderators, constructed a community based on group dissent. No community of any sort was found in the third group. (Contains 32 references.) (Author/AEF)

ED 455 800 IR 020 756

Wolf, Sara Elizabeth; Brush, Thomas
Using the Big Six Information Skills as a Metacognitive Scaffold To Solve Information Based Problems.
PUB DATE- 00
NOTE- 12p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Grade 8; *Information Skills; Junior High School Students; Junior High Schools; Metacognition; *Problem Solving; Scaffolding (Teaching Technique); Student Attitudes; Student Projects; Teaching Methods
IDENTIFIERS- *Big Six

The purpose of this research study was to determine whether a specific information problem-solving skills model was an effective metacognitive scaffold for students solving information-based problems. Specifically, 35 eighth grade students in two intact classes were asked to write newspaper articles that summarized the events surrounding the Selma March during the African-American Civil Rights Movement. Achievement and attitudinal data were collected at the end of the treatment period, and observational data were collected throughout the treatment period. One class of students followed the procedures of the Eisenberg and Berkowitz Information Problem Solving model while the other followed the procedures provided by the classroom teacher. Results revealed that the students following

*Instructional Design; Instructional Effectiveness; Interdisciplinary Approach; Nontraditional Education; Shared Resources and Services; *Teaching Methods

In the fall of 1997, a senior level course was taught as an interdisciplinary class for learning the processes in food product development. The course implemented many new teaching methods and technologies. It was an effort between two departments: food science and agricultural economics. Students worked in teams with industry mentors who assisted in elaborating on some of the procedures involved in the development process of food products. It was intended to take this class beyond the walls of Penn State University in the fall of 1998 and include other locations. An opportunity arose to link up with students in a food marketing class in St. Joseph's University. This opportunity included finding ways to share resources and involving students with each other. Speakers were shared and some collaborative work was done during the 1999 year using PictureTel. The classes were scheduled for the same time of day to facilitate cooperation. During the fall semester of 2000, it was decided to take the process a step further and truly integrate the teams for working on projects and assignments. Teams were formed to work together on the course project. There were three different versions of the course. One course was totally integrated. The second version shared the speakers and had some lectures on the off days. The last course was taught traditionally with lecture and few outside speakers or influences. All three used case studies to assist in the learning process. In all three cases, the students were asked to create concept maps and take a mini knowledge test to be used in the evaluation process of understanding concepts before and after the course. This paper discusses aspects of the fully collaborative, partially collaborative, and traditional courses, as well as the evaluation study that looked at the differences in learning for the different teaching methods. (AEF)

ED 455 818 IR 020 774

Nieveen, Nienke; Gustafson, Kent
Computer-Based Tools To Support Curriculum Developers.
PUB DATE- 00
NOTE- 12p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Computer Uses in Education; *Curriculum Development; Educational Development; Educational Equipment; Educational Practices; *Educational Technology; Foreign Countries; Instructional Design; *Instructional Development; *Instructional Materials

Since the start of the early 1990s, an increasing number of people are interest in supporting the complex tasks of the curriculum development process with computer-based tools. "Curriculum development" refers to an intentional process or activity directed at (re)designing, developing, and implementing curricular interventions in schools, colleges, or corporate education. The term "curricular intervention" serves students observed ranged from 12 to 18. The students observed came to school with a long history of truancy, from homes where they suffered neglect and abuse. School was not a top priority for them. The same 36 girls were observed in 4 settings: a traditional, teacher-based mathematics class; a computer session that used a computer-aided instruction program for basic math skills; a class where students used to type using a tutoring program; and instruction and use of a spreadsheet program in a computer application class. The class was further split into two groups. One was in the math room for traditional math and computer-assisted instruction for 85 minutes, while the other group was with a different computer lab for typing and Excel. Then, the students had a 10-minute break and switched places. Findings from this observation revealed that this group of at-risk girls valued computers. They did not do well in the traditional school setting, yet they came to school with prior computer experience. They wanted to type. They wanted skills that would translate into a job, and did not value sitting in a class setting listening to a teacher talk and give work. When given a computer to work on, these at-risk girls were willing to listen and spend time in a classroom. The author concludes that it was the computer that changed the girls' behavior. Implications for educators are discussed. (Contains 18 references.) (AEF)

ED 455 838   IR 020 862

Connecting the Bits: A Reference for Using Technology in Teaching and Learning in K-12 Schools.
PUB DATE- 00
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Development; Educational Improvement; Educational Research; *Educational Technology; Elementary Secondary Education; Pilot Projects; Teaching Methods
IDENTIFIERS- Technology Integration

This book provides information for integrating technology into teaching and learning in K-12 schools. The information is based upon findings from two past programs of the National Foundation for the Improvement of Education. "The Road Ahead" program explored how technology can facilitate teaching and learning in both formal and informal education settings, and the "Learning Tomorrow" program funded pilot projects that investigated how technology can improve teaching and learning for underserved students. Evaluative data from the experiences of the 32 teams of teachers, administrators, and community-based partners that participated in "The Road Ahead" and "Learning Tomorrow" programs are major sources of information. The book consists of a general summary of findings from "The Road Ahead" program, followed by six papers on major topics of interest in integrating technology into teaching and learning: "Information Technologies in Education: A Survey of Uses and Issues"; "Project-Based Learning and Information Technologies"; "Assessment and Information Technologies in the K-12 Curriculum"; "Professional Development and Information Technologies"; "At-Risk Students: Technology's Particular Promise"; and "School-Home-Community Learning Connections: Roles of Information Technologies." Each paper contains an annotated bibliography. (AEF) of vocational training systems in Europe and the proposal that they share enough to be considered a European model that includes a consensus that all young people should be given a basic vocational qualification, the involvement of all companies in vocational training, and social dialogue and a tripartite (trade unions, employer associations, government) approach to regulation of the system; (2) a description of some European trends in industries and companies that are of importance for vocational training; (3) discussion about the question of lifelong access to vocational training provisions; and (4) suggestions about the need for change in the European model of vocational training. (KC)

ED 455 361 CE 081 703

Mishel, Lawrence
Changes in Federal Aid to State and Local Governments, as Proposed in the Bush Administration FY2002 Budget. Briefing Paper.
PUB DATE- 01
NOTE- 65p.; Raw data for this report was supplied by the Federal Funds Information for States (FFIS).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adults; *Block Grants; *Budgeting; Budgets; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Federal State Relationship; Financial Support; Postsecondary Education; Retrenchment; Revenue Sharing; *State Federal Aid; Statewide Planning; Youth
IDENTIFIERS- *Bush Administration 2001; *Federal Budget; Proposed Legislation

This report analyzes the effect of President George W. Bush's administration's budget proposal on federal discretionary grant-in-aid programs provided to state and local governments. These programs are projected to be cut by 6.9 percent in fiscal year (FY) 2002 and, by 2011, by 11.2 percent. The report provides data on proposed changes in spending of federal aid to state and local governments relative to a baseline for FY2001 and FY2011. It covers 192 programs in the category of discretionary spending with a total cost of $122 billion in FY2001. This spending represents about 87 percent of total discretionary federal spending that takes the form of aid to state and local governments (including grants to Puerto Rico, the District of Columbia, the Virgin Islands, and U.S. Territories), and about 38 percent of all federal non-defense discretionary spending and 10 percent of total spending by state and local governments. Baseline spending in 2002 and 2011 is compared to projected Bush budget spending for those years. Table 1 presents the results for the nation as a whole, while Table 2 presents the extent of cuts and increases on a state-by-state basis. Tables feature statistics on education, training, employment, and social services. (KC)

ED 455 362 CE 081 814

Werner, Heinz
From Guests to Permanent Stayers? From the German "Guestworker" Programmes of the Sixties to the Current "Green Card" Initiative for IT Specialists. IAB Labour Market Research Topics No. 43.
PUB DATE- 01
NOTE- 40p.; Revised and updated version of lectures at two

HRD representatives, 357 HRD participants, 242 supervising managers, and 124 of the HRD participants' subordinates). Response rates ranged from 100 percent to 29 percent, depending on the category of participant. The study concluded that strategic HRD alignment has an impact on HRD effectiveness, but that factors such as problem situation, HRD climate, position of HRD department, and form of HRD intervention may have such impact only through their effect on Organization process. (Contains 29 references.) (KC)

ED 455 377 CE 081 989

Rolfe, Heather
Mobility in the European Chemicals Industry Sector: The Role of Transparency and Recognition of Vocational Qualifications. CEDEFOP Panorama Series.
PUB DATE- 01
NOTE- 72p.; For related documents in the CEDEFOP Panorama Series, see CE 081 975 and CE 081 990.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Certification; *Chemical Industry; Credentials; Developed Nations; *Employer Attitudes; Employment Patterns; *Employment Practices; *Employment Qualifications; Foreign Countries; *Occupational Mobility; Policy Formation; Postsecondary Education; *Public Policy; Transfer Programs
IDENTIFIERS- *European Union

Research was conducted in Europe to determine the following: (1) the current situation in the chemicals industry in regard to transparency, recognition, and transfer of qualifications; (2) the obstacles to transparency and recognition of qualifications in the industry; and (3) the key areas for future action and possible measures to promote greater transparency and recognition of qualifications. The study identified current and needed patterns of mobility, European policy assisting mobility, and attitudes and practices of institutions and businesses. Data were gathered through an investigation of statistical evidence on cross-border mobility and a review of literature on mobility in the European Union (EU); an exploration of EU policy in the area of labor mobility and transparency and recognition of qualifications in the chemicals industry; and case studies on the attitudes and practices of 14 employers in the industry. The study found a small and fairly constant level of movement between member states, with mobility concentrated among professional and highly educated groups. In addition, there are no established qualification standards within the chemicals industry below the doctorate level. The companies believe that the lack of transferable qualifications is not a problem; instead, costs, language, and culture affect mobility. The study also found that although some initiatives have been started to promote cross-country mobility in the chemicals industry, they are still significant obstacles to people working in another member state and that further action may be necessary to promote labor mobility. (Contains 25 references.) (KC)

ED 455 378 CE 081 990

Skar, Mariann
Mobility in the European Health Sector: The Role of Transparency and Recognition of Vocational Qualifications. CEDEFOP Panorama Series.

Education; Public Policy; *Technical Institutes; *Technology Education; Trend Analysis
IDENTIFIERS- DACUM Process; *South Africa

A two-phase study examined the skills required of competent end-users of computers in the workplace and assessed the computing awareness and technological environment of first-year students entering historically disadvantaged technikons in South Africa. First, a DACUM (Developing a Curriculum) panel of nine representatives of local business and industry was convened to obtain employer input regarding the end-user computing (EUC) skills required of competent computer users in the workplace. Next, follow-up interviews were conducted with 11 work supervisors from local businesses and industries. Feedback on the DACUM panel's findings was also sought from each member of the DACUM group, lecturers at the Border Technikon's EUC department, the department's client departments, and the work supervisors. The workers and work supervisors were in strong agreement regarding the computing skills needed in the workplace. Ability to create effective documents, typing ability, and a basic working knowledge of computer applications were deemed most important. The second phase of the study established that lack of a computer at home was the biggest disadvantage faced by individuals beginning EUC training at historically disadvantaged technikons. Applications of the DACUM process in improving disadvantaged students' success in EUC courses and other classroom- and institutional-level intervention strategies were discussed. (Contains 40 references.) (MN)

ED 455 395   CE 082 019

Lee, Lung-Sheng Steven
Technology Education in Taiwan.
PUB DATE- 01
NOTE- 19p.; Paper presented at the International Technology Education Forum (Stockholm, Sweden, July 30, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Change Strategies; Comparative Education; Curriculum; Curriculum Development; *Delivery Systems; Educational Change; Educational Demand; Educational Environment; Educational History; *Educational Improvement; Educational Needs; Educational Quality; Educational Research; Educational Supply; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials; Integrated Curriculum; Learning Activities; Material Development; *National Curriculum; National Standards; Needs Assessment; Professional Associations; Professional Development; Scholarly Journals; Science Instruction; *Teacher Education; Teacher Workshops; Teaching (Occup *Taiwan
IDENTIFIERS- *Taiwan

Technology education focusing on technological literacy is provided to Taiwanese students in grades 1-11, primarily through the secondary school subject Living Technology (LT). Taiwan's newly promulgated national curriculum for grades 1-9 has integrated LT with natural science for the key learning area (KLA) Natural Science and Living Technology. Taiwan's national curriculum for grades 10-12 is also currently under revision. The hope is that technology will become an independent KLA. The following are among current efforts to promote technology education in Taiwan: (1) cross-country work experience and more structured and formal vocational placements. Many schools clustered together to pool and share resources. In postcompulsory institutions (TAFE institutes, private VET providers), the linkages were generally reflected in development and implementation of industry training packages, the composition of course advisory groups, and partnerships between employers in delivery of apprenticeship and traineeship training. The major benefits derived from development of industry linkages for secondary and postsecondary providers were discussed along with concerns and policy implications. (MN)

ED 455 411   CE 082 048

Australian Vocational Education and Training Statistics, 2000. At a Glance.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 01
NOTE- 9p.; Colored graphs and tables may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Course Content; Curriculum; Developed Nations; *Educational Demand; *Educational Finance; *Enrollment; Enrollment Trends; *Expenditures; Foreign Countries; Postsecondary Education; School Statistics; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Australia

This report provides summary information about the publicly funded vocational education and training (VET) sector in Australia for the year 2000 and, to a lesser extent, 1999. Information is provided for Australia as a whole, for states and territories, and for majors and fields of study. The following information is reported: (1) 1.75 million students undertook vocational programs in 2000, an increase of 6 percent over 1999; (2) 13 percent of Australia's working-age population participated in VET; (3) in the past 10 years, the number of students in VET has increased by 77 percent; (4) 15-24 year olds accounted for 38 percent of all VET students and received more than half of the training hours delivered in 2000; (5) training activity associated with national training packages in 2000 involved 412,300 students and 101.4 million annual hours; and (6) the total operating expense on publicly funded VET in 2000 was close to $4.2 billion, up 5.6 percent over the $3.9 billion spent in 1999. (KC)

ED 455 412   CE 082 052

Review 2000: The Challenge of Knowledge and Know-How.
PUB DATE- 00
NOTE- 84p.; Translated by Leena Mottola.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developed Nations; *Educational Needs; Educational Research; Educational Trends; Foreign Countries; *Futures (of Society); Human Resources; Information Industry; *Innovation; Institutional Cooperation; International Cooperation; Policy Formation; Postsecondary Education; Private Sector; Program Effectiveness; *Program Implementation; Public Sector; *Research Needs; *Research Utilization; Sciences; Secondary Education; Technological Advancement
IDENTIFIERS- *Finland

force to achieve results. The following were among the key points of his testimony: (1) the federal government is facing pervasive human capital challenges that are eroding the ability of many agencies to perform their missions economically, efficiently, and effectively; (2) many parties, including the President, federal department and agency leaders, Congress, the private sector, and academia, will need to work to address the government's human capital problem; (3) human capital issues are having a particular bearing on the IT area inasmuch as the federal government's ability to acquire and use IT successfully will hinge on its ability to build, prepare, and manage its IT work force; and (4) federal agencies must overcome these two basic challenges related to IT human capital: a shortage of skilled workers and the need to provide a broad range of related staff training and development. (The following items are appended: the GAO's human capital framework; examples of federal agencies with human capital challenges; and a list of the responsibilities of selected agencies/organizations and sectors for the addressing human capital challenges.) (MN)

ED 455 429   CE 082 091

Human Capital: A Self-Assessment Checklist for Agency Leaders. Version 1.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Adult Learning; Check Lists; Definitions; Evaluation Criteria; *Evaluation Methods; Guidelines; *Human Capital; *Job Performance; Labor Force Development; *Leadership Training; Management Development; Models; Organizational Climate; Organizational Development; Performance Based Assessment; Personnel Evaluation; *Personnel Management; Postsecondary Education; Private Sector; Public Agencies; *Self Evaluation (Groups); Strategic Planning
IDENTIFIERS- Malcolm Baldrige National Quality Award; Presidential Quality Award

This document presents and discusses a self-assessment checklist that the General Accounting Office (GAO) developed to enable agency leaders to examine their human capital efforts through a process consisting of the following stages: analyze and plan; implement change; and evaluate and continuously improve. The preface defines the term "human capital," explains why agencies should conduct a human capital self-assessment, and outlines the basis for the GAO's approach to self-assessment. Presented next is an overview of the GAO's five-part framework for human capital self-assessment, which consists of the following components: (1) strategic planning; (2) organizational alignment; (3) leadership; (4) talent; and (5) performance culture. Seven cross-cutting considerations unifying the five components are also briefly considered. The next five sections discuss one of the framework's five parts in detail. Each discussion includes things to consider and key questions to ask when implementing the specific phase of the assessment process. The following items are appended: (1) 8 principles for managing people; (2) 10 key human capital management principles from 9 private sector organizations; (3) discussion of the criteria used to select Baldridge Award and Presidential Quality Award winners; (4) 17 useful measures/risk indicators for human

Responsibility; *Work Experience Programs
IDENTIFIERS- Employer Responsibility

Career academies are high school programs that frame academic learning around a career focus in order to increase student motivation and achievement. They generally have three defining features: a school-within-a-school structure, a college preparation curriculum with a career theme, and partnerships with employers, the community, and higher education. This handbook provides information on organizing and implementing an internship program in a high school career academy. The handbook includes six sections. Section 1 explains the background and purpose of internships, and section 2 provides information on organizing an internship program, including the role and responsibilities of the coordinator. Section 3 spells out student roles and responsibilities, and section 4 provides guidelines for employer roles and responsibilities. Section 5 considers the legal issues involved in an internship program, including labor laws for minors and hazardous occupations. Section 6 is an appendix that contains the following sample forms: (1) internship student application; (2) intern standards of conduct; (3) potential sites worksheet; (4) orientation checklist; (5) worksite learning plan; (6) guidelines for business and industry participants; (6) daily worksite log; (7) intern assessment form; (8) student internship evaluation; and (9) student self-evaluation. A list of six related Web sites and a bibliography containing six references are included in the handbook. (KC)

ED 455 447 CE 082 129

Stern, David; Dayton, Charles; Raby, Marilyn; Lenz, Robert; Tidyman, Susan; Weisberg, Alan
Issues in Schoolwide Application of Career Academies.
SPONS. AGENCY- Johns Hopkins Univ., Baltimore, MD.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Adoption (Ideas); *Career Academies; *Career Education; Change Strategies; Check Lists; Classroom Techniques; College Preparation; Counselor Role; Curriculum Development; Definitions; *Delivery Systems; *Education Work Relationship; Educational Change; Educational Needs; Experiential Learning; Guidelines; High Schools; *Instructional Development; Integrated Curriculum; Leadership Responsibility; Needs Assessment; Partnerships in Education; Program Design; Program Development; Program Evaluation; Program Implementation; Recruitment; School Business Relationship; School Community Relationship; Scoring Rubrics; Teacher Role; Teaching Methods; Work Experience Programs
IDENTIFIERS- *Learning Communities

This document examines issues in schoolwide application of career academies. Part 1 reviews the three defining features of career academies: (1) a career academy is a small learning community in which a cluster of students share several classes each year that are taught by the same team of teachers over a period of 2-4 years; (3) each academy offers a rigorous and relevant college preparatory curriculum organized around a career theme; and (3) career academies immerse students in the adult world through partnerships with community groups (including employers, parents, and higher education) and activities

NOTE- 65p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; High School Students; High Schools; Middle School Students; Middle Schools; Student Attitudes; *Student Motivation; Teacher Influence; *Teacher Student Relationship

This paper describes cooperative learning strategies to increase high school and middle school students' motivation for doing well in school. The targeted population consisted of middle school students in a physical education and science classes, and high school students in science, technology, and special education classes. Both schools are located in a middle-class, suburban community in Illinois. Analysis of probable cause data indicated that many students did not participate in class regularly but rather came to school to socialize. Research reports that students with poor motivation are often bored in school and have poor relations with their teachers. Cooperative learning was chosen as the best strategy for intervention following a review of research on strategies to improve student motivation. The results of the actions taken showed a slight increase in targeted behaviors in students. It was noted that students became less dependent on teacher assistance and more cooperative with each other. Evaluation instruments are appended. (Contains 35 references.) (JDM)

ED 455 465 CG 031 057

Rochlen, Aaron B.; Blazina, Christopher; Raghunathan, Raj
Gender Role Conflict, Attitudes toward Career Counseling, Career Decision Needs and Perceptions of Career Counseling Advertising Brochures.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *Career Counseling; College Students; Decision Making; *Gender Issues; Higher Education; *Instructional Materials; *Males; *Role Conflict; *Sex Role

The objective of this study was to test the efficacy of alternative career counseling marketing materials on men's interest in and attitudes toward career counseling, as well as to assess the career planning needs of men with varying levels of gender role conflict. Male undergraduate students (N=123) participated in the study that assessed the impact of two career counseling brochures on their attitudes toward career counseling and their interest in utilizing career counseling services. A second focus involved developing a specific brochure that was intended to appeal to men with high levels of gender role conflict. The men who participated in the study evidenced an increase in the value of such counseling and a decrease in the stigma attached to career counseling. Gender role conflicted men evidenced a high need for self clarity, occupational information, and assistance with indecisiveness. No differences emerged in regard to the differential utility of a gender specific versus a gender neutral brochure. The results are discussed in the context of the literature on male ideology, gender role conflict, and the importance of men's career choice and related success. (Contains 35 references.) (JDM) cessation approaches, a literature review was undertaken to determine the efficacy of hypnotic and non-hypnotic, uni-modal and multi-modal approaches to smoking cessation. The review begins by contrasting hypnosis and cognitive-behavioral therapies. Therapies include self-quitting; primary care interventions; mass media interventions; legislative measures; and community-based interventions. A discussion is also included on motivational interviewing; brand switching; withdrawal management; stimulus control; aversion procedures; social support; stress management; exercise; and relapse prevention representing uni-modal non-hypnotic treatments. Other approaches are examined that belong to the same category as nicotine replacement strategies and acupuncture. The review explains the research difficulties in comparing the efficacy of treatments due to factors such as the adequacy of the delivery of procedures, small number of subjects, and comparison of slightly modified versions of the same technique. It concludes that a meta-analytic study would be able to solve some of the evaluation problems that occurred. (Contains 130 references.) (JDM)

ED 455 488   CG 031 098

Chittooran, Mary M.; Miles, Dorothy D.
Test-Taking Skills for Multiple-Choice Formats: Implications for School Psychologists.
PUB DATE- 01
NOTE- 21p.; Earlier version of paper presented at the Annual Conference of the National Association of School Psychologists (Washington, D.C., April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; Learning Strategies; *Professional Development; *School Psychologists; Standards; Stress Management; Test Anxiety; *Test Wiseness; *Testing

School psychologists face the challenge of completing standardized, multiple choice tests for professional development in order to meet the competency standards set by organizations and regulatory agencies. Research has indicted that adequate preparation in test-taking skills can significantly improve attitudes toward test taking and actual performance in many populations. This document includes a discussion on test-taking skills such as familiarity with the characteristics and content of tests, test preparation, test wiseness, and management of test anxiety. Strategies are described on how to develop test taking skills. School psychologists who understand the characteristics of the test and thoroughly learn test content; utilize test preparation strategies; become test wise; and work on ways to manage test anxiety are more likely to improve their chances of doing well, and in so doing, reach their professional goals. (Contains 31 references.) (JDM)

ED 455 489   CG 031 099

Lowden, Kevin; Powney, Janet
Evaluation of the Scotland against Drugs Primary School Initiative Training. SCRE Research Report No. 103.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English

issues that need to be acknowledged and sorted out to be able to discuss generalizable findings on effective practice; and third, it provides a summary of some common findings about effective literacy teaching and learning practices that have been reported recently. The paper concludes with a call for early literacy educators to take a more conciliatory approach that acknowledges points of agreement as well as areas of disagreement, and to adapt their teaching to the needs of specific children. (Contains 26 references.) (NKA)

ED 455 509   CS 014 456

Henderson, Robyn
Moving into a New Community: Itinerant Fruit Pickers' Children and Literacy Learning.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Policy; Elementary Education; Foreign Countries; *Literacy; *Migrant Children; *Migrant Education; Migrant Workers; *Social Influences
IDENTIFIERS- Australia

Although many children change schools during the course of a school year, itinerant fruit pickers' children in Australia often move residences as well as schools on a regular basis, generally attending at least two schools per year. Although research has argued that time missed at school and change of schools is often disruptive to children's literacy learning, educational itinerancy has not been widely researched. Some studies have attempted to measure the literacy performance of itinerant children against their sedentary counterparts, but little research has attempted to identify how itinerant children are constructed as literacy learners. This paper draws on the initial data collected as part of a 3 year study into the social construction of literacy and itinerant fruit pickers' children. Focusing on children who travel between North Queensland and Victoria or southern New South Wales, while their parents pick vegetables in the north during winter and fruit or vegetables in the south during summer, the study is investigating the literacy learning of a group of children who move backwards and forwards between two states, two educational systems and two schools. This paper will show the influence of social and cultural contexts on the construction of the children as literacy learners. Using Fairclough's (1989) context-interaction-text model as a framework for analyzing interview data, the paper will examine one institutional context and the associated broader community context into which the children move. This will allow the exploration of equity issues that emanate from existing literacy policies and institutional practices, as well as the relationship between contextual factors and talk about the itinerant children. (Contains 14 references.) (Author/RS)

ED 455 510   CS 014 457

Toro, Adrienne

(070),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Interdisciplinary Approach; *Language Acquisition; *Writing (Composition); Writing Instruction; *Writing Research
IDENTIFIERS- Neurobiology; Physical Anthropology

Focusing specifically on the theories offered by language development theorist L. S. Vygotsky and evolutionary theorist Terrence Deacon, this paper examines the ways in which theories of language in composition studies coincide and differ with the theories currently being researched in neurobiology and physical anthropology. This examination considers a broader and deeper view of language development than is possible from the perspective of any single discipline, a view which may eventually redefine the boundaries of language development theories in both composition and brain studies. For example, PET (Position Emission Topography) brain scans of language use suggest exactly the view of language use and meaning-making developed by psychologist Jerome Bruner. Similarly, Deacon's explanation of Baldwinian selection in the evolution of language and Vygotsky's concepts of language learning and creativity dovetail, and indeed offer compelling mutual support. Through an analysis of this type of correspondence between the different areas of research, this presentation offers an interdisciplinary argument in which theories of brain and language evolution give language and learning theories in composition studies a sound underpinning, while at the same time language and learning theories offer a complementary conceptual framework for neurobiological and language evolution studies. This inquiry into the nature of language--how it works, and why and how it evolved--has important implications for composition studies and approaches to both cognitive theory and how this pedagogy is developed. A discussion of these implications and how they can be linked to a wider context, that of the classroom and the teaching of writing and language, as well as language and learning in the disciplines is included. (Contains 12 references.) (Author/RS)

ED 455 528 CS 217 649

Rey, Victoria M.
Writing Poetry from Stories.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the College Reading Association (45th, St. Pete's Beach, FL, November 3, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Writing; Classroom Techniques; *Creative Writing; Elementary Education; *Poetry; Story Reading; *Writing Instruction
IDENTIFIERS- *Guided Writing; Mapping (Reading); Writing Models

One of the techniques a teacher uses to enable her students to write poems is to use a story as a springboard. Her students read the story of "The Emperor and the Kite" (Yolen, 1991), which tells about Djeow Sew, the daughter of an ancient Chinese emperor. After students engaged in brainstorming the story, they drew Djeow Sew at the beginning and end of the story. Through mapping they discussed how her sad face at the beginning of the story had changed into a happy face at the end. Students then used guided writing strategies to write

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication Research; Ethnography; *Experiential Learning; *Interpersonal Communication; *Interpersonal Relationship; *Language Patterns; Participant Observation; Speech Acts
IDENTIFIERS- Conversational Learning; *Knitting; Meaning Construction; *Speech Community

This paper describes a study of a speech community, a group of approximately 10 women, aged 25 to 65, who met at least 3 times a month to knit, drink coffee, and chat. The paper notes that knitting circles have survived through history because they serve a social function that surpasses historical events--they are communities that co-construct the reality of their community through linguistic and educational experiences. According to the paper, the communication that occurs within the knitting speech community is both verbal and nonverbal, and the novices of the speech community in this study will be the experienced knitters of future circles, thanks to their acceptance in this circle. Research questions addressed in the paper were how the members of this speech community use language to co-construct "teaching moments" and whether there is a difference between the speech acts used by experienced knitters and by novice knitters. After 10 meetings where the ethnographer spoke with key members of the group, patterns emerged which helped answer the research questions. Knitting was identified as a craft with its own terminology; the language used by members of the community established social roles and novice knitters employed different speech acts than more experienced knitters did. Typically a less experienced knitter asked for assistance from a more experienced knitter. The language used by the speech community allows the co-construction of meaning that shapes the group, and allows learning to take place among its members. The social interactions within the knitting circle promote a caring atmosphere open to dialogue, and that the dialogue and language used to ask for help define the educational roles of master and apprentice knitters. (HKA)

ED 455 548   CS 510 597

Sawyer, Paul R.
Issues and Challenges Associated with the Development of Online Technical Writing Courses.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Association for Business Communication West Regional Conference (Portland, OR, April 16-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Higher Education; Instructional Effectiveness; *Introductory Courses; Online Courses; Teacher Student Relationship; *Technical Writing
IDENTIFIERS- *Technology Integration

Using David Leonard's article, "Using the Web for Graduate Courses in Technical Communication with Distant Learners," as a point of departure, this paper examines variations of Leonard's four factors that contribute to the success of a Web-based course in light of an online Introduction to Technical Writing course designed and taught by the author. The paper considers issues of instructor/student interactions in the online classroom, online classroom instructors, technology and

NOTE- 7p.; Paper presented at the Annual European Conference on Educational Research (Edinburgh, Scotland, September 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Educational Change; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Foreign Countries; *Governance; *Management Systems; Needs Assessment; Personnel Selection; Public Schools; *Staff Development; Teacher Education; *Teacher Improvement
IDENTIFIERS- Czech Republic

This paper reports on a study of the changes that Czech education has undergone over the last decade. Many of these changes have been of a fundamental and significant nature, and have had an essential and relatively long-lasting influence on the form and behavior of the system. These changes have had their impact on the roles of people within the system as well. There have been a variety of reforms, and also a number of efforts to manage them. The study asks whether these changes have really been managed in a sophisticated way (supported by the theory of change and its management) or have been subject to improvisation by people, who usually have good intentions, but no appropriate knowledge, skills, or experience. The setting up and starting of the activities of school-governing bodies is used as an example in the study to look at whether the present situation in Czech schools is the result of qualified management or rather of improvisation. Findings indicate that the activities to launch school-governing bodies cannot be regarded as mere improvisation. However, generally speaking, these efforts do not reflect the theory and the practical experience of those who are experts in the management of organizational change. Consequently, 10 years after a fundamental socioeconomic breakthrough in Czech society, school-governing boards remain on the periphery of what schools, parents, and others are interested in. (Contains 10 references.) (DFR)

ED 455 569 EA 031 096

Pol, Milan
On Reflective Practitioner Research in Czech Education.
PUB DATE- 00
NOTE- 10p.; Paper presented the Annual International Practitioner Research Conference (3rd, Innsbruck, Austria, September 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Governance; Public Schools; *Research Design; Research Projects; Research Utilization; *School Effectiveness; *School Restructuring; *Teacher Education; *Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- Czech Republic

This paper reports on a study of reflective practice, which has been a gradual process in education in the Czech Republic. Until the 1990s, most research and development in education and in preservice and inservice teacher education and training had been different from this reflective approach. Instead, quantitative research approaches had been conducted exclusively

Provisions in the legislation for increased teacher accountability included changing the single-level teacher certification system to a multi-tiered process, changing the length of time required before attaining teacher tenure from 2 years to 4 years, and modifying the recertification of teacher certificates to include proof of continuing professional growth. The language used in the Illinois House Bill 542 (Public Act 90-548) suggests that the Illinois State Legislature does not believe school districts are keeping teachers abreast of current instructional practices and teachers are not taking the initiative to keep current. The bill allows teacher unions to select the majority of teachers for local professional development committees, which may not provide the best teachers for determining appropriate staff development. Teachers will need to attend approved workshops, conferences, or courses, though it is doubtful that doing so will significantly increase student learning more than prior recertification practices. The Initial, Standard, and Master certificates may result in a three-tiered pay schedule. Given that the elected regional superintendents will play significant roles in the appeal process, politics could play a role in a recertification appeal. (Contains 10 references.) (RT)

ED 455 589   EA 031 148

Merrow, John
Choosing Excellence: "Good Enough" Schools Are Not Good Enough.
PUB DATE- 01
NOTE- 207p.; Foreword by Jonathan Kozol. Companion to the PBS award winning series "The Merrow Report."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Early Childhood Education; Educational Philosophy; Educational Practices; *Educational Quality; Elementary Secondary Education; Evaluation; Politics of Education; School Effectiveness; *Schools

This book explores what makes a school excellent. Schools are considered excellent, "good enough," or bad, depending upon multiple factors; "good enough" implies that a school could be doing better. The use and misuse of testing and educational assessment are discussed. Academic assessment based on multiple measures is recommended over high-stakes testing as a more accurate means of describing students' strengths and weaknesses. High standards, transparent testing policies, teacher-made tests, and tests that are demonstrably valid and reliable are suggested as tools for creating excellence in testing. The checkered history of technology (television, computers, Internet) in education, problems, and strategies for improving their use as learning media are treated. Teachers' problems with respect to time, energy, and poor training are considered. Misconceptions about students, charter schools, school safety, and misplaced cultural and political values are other issues discussed. Parents concerned about school quality for their children can find sound advice in what to look for in a school setting. Most chapters conclude with a list of questions about practices, behaviors, and strategies that parents can use to come to a reasoned judgment about a school and its practices and policies. (RT)

ED 455 590   EA 031 149

Wurtz, Emily

part of the school day, and other options. The latter models change the pupil-teacher ratio (PTR), but not the actual class size (CS). This paper summarizes the research evidence regarding achievement outcomes under these different arrangements, and compares the evidence of PTR and CS generally. The paper concludes with five major recommendations. Research studies on PTR and CS are both useful, but should proceed on separate tracks since the treatments, variables, and processes in PTR and CS are not the same. A strong effort should be made to educate all relevant interested parties (such as parents, researchers, the media) on the differences between PTR and CS. The U.S. Department of Education must be an advocate for the correct implementation of CS and for the dissemination of documents and information on PTR and CS that use the terms explicitly. Evaluators and researchers should document carefully the contexts in which students are educated so that issues of PTR and CS are evident. Some "ideal" implementations of CS need to be studied and evaluated so that there begins to be a substantial body of CS research data, where the event described is actually CS, not PTR or some combination of the two. Two tables, Teaching Activities in a Small Class (K. Schwengel, 2000), and Much Research Starts from Clinical Observation (J. Prout et al), including three figures are appended. (Contains 12 references.) (Authors/PKP)

ED 455 609   EA 031 208

Addonizio, Michael F.
Private Funding of Public Schools: Local Education Foundations in Michigan. Working Paper Series.
PUB DATE- 98
NOTE- 23p.; Supported by the Bertelsmann Science Foundation, William Randolph Hearst Foundation, McGregor Fund, and others. An earlier version of this paper was presented at the 1997 Annual Conference of the American Education Finance Association held in Jacksonville on March 5-8.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; Expenditure per Student; *Finance Reform; Financial Policy; Mail Surveys; *Private Financial Support; Statistical Analysis; Tax Effort
IDENTIFIERS- *Local Education Funds; Median Voter Model; Michigan; Spending Patterns

This study examines the organization and operations of local education foundations in Michigan and the fiscal programmatic impact of nonprofit education foundations on Michigan public schools. It also compares the socioeconomic characteristics of foundation and nonfoundation districts and tests the hypothesis that residents of local districts with education foundations differ from residents of nonfoundation districts in terms of preferences for public schooling. Section 1 summarizes national trends in K-12 public school spending. Section 2 summarizes recent trends in Michigan, including the state's fundamental reforms in 1994. Section 3 discusses the rise of local education foundations in Michigan. This section outlines key findings from a survey of local education foundations and local district superintendents and compares foundation and nonfoundation districts on selected socioeconomic and educational variables. Section 4 presents a model of local education demand to test for behavioral differences between residents in foundation and nonfoundation districts, along with data for estimation of the model. Section 5 present empirical

PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Change; Elementary Secondary Education; Federal Legislation; Needs Assessment; *Paraprofessional School Personnel; Policy Formation; *State Programs; *State Standards; *Supervisory Methods; *Training Methods
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997; Iowa; Minnesota; Rhode Island; Utah; Washington

This report provides an overview of selected state initiatives related to the training and supervision of paraeducators serving students with disabilities. The five states highlighted in the document were selected because of the significant work each has done in the area of paraeducators. In all five states, paraeducator initiatives began prior to the amendments to the Individuals with Disabilities Education Act (IDEA), but efforts have been strengthened since that time. The states are Iowa, Minnesota, Rhode Island, Utah, and Washington. Results from interviews and a review of the states' documents indicated changes occurring since the 1997 amendments to IDEA. These changes include: (1) renewed emphasis on paraeducator preparation; (2) continued focus on building infrastructure; (3) development of state-level policies that set standards and guidelines for paraeducators and the professionals that direct their work; and (4) development of personnel preparation opportunities for teachers who direct the work of paraeducators. All of the states carried out a needs assessment of paraeducators, the teachers, and the administrators, established stakeholder and interagency collaborative groups to design, develop, and evaluate initiatives, and created policies through legislation to guide the development of paraeducator standards, guidelines, and competencies. (CR)

ED 455 631 EC 308 503

Malloy, Peggy, Ed.
Deaf-Blind Perspectives, 2000-2001.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 01
NOTE- 50p.; Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Deaf Blind; Elementary Secondary Education; *Federal Aid; Federal Programs; Helping Relationship; Multiple Disabilities; Parent Associations; Parent Participation; Peer Relationship; Pupil Personnel Services; Research Utilization; *Story Telling; *Student Needs; *Tactile Stimuli; *Teamwork; Visual Impairments
IDENTIFIERS- *Ushers Syndrome

These three issues of "Deaf-Blind Perspectives" feature the following articles: (1) "A Group for Students with Usher Syndrome in South Louisiana" (Faye Melancon); (2) "Simply Emily," which discusses a budding friendship between a girl with deaf-blindness and a peer; (3) "Intervener Update" (Peggy Malloy and Betsy Bixler), which summarizes services provided by a person with special training in deaf-blindness who works one-to-one on an ongoing basis with a child or young person who is deaf-blind; (4) "Team Structure for a Deaf-Blind Student"

(055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Discipline; Discipline Policy; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Illegal Drug Use; *Prevention; School Safety; *Student Placement; *Suspension; Weapons
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This guide from the Office of Special Education and Rehabilitative Services in the U.S. Department of Education is designed to assist school administrators in understanding the challenges faced in creating safe, effective learning environments, whole school practices that have dramatically increased effective learning environments, and under what circumstances a child with a disability may be removed from his or her school for disciplinary reasons. It begins by addressing the incidence of behavior problems in schools and the use of ineffective strategies, and then discusses how negative behavior impacts the school environment and how schools can use schoolwide responses to successfully provide behavior support to all students. A brief summary is provided of positive behavioral intervention and supports and data discussing problem behavior prevention is cited. The guide then explains legal requirements under the Individuals with Disabilities Education Act Amendments of 1997 that allow school personnel to remove a student with a disability for 10 consecutive school days for violations of the school code of conduct, and allows a change of placement of a child with a disability to an appropriate interim alternative educational setting for up to 45 days for special circumstances. A list of additional resources is provided. (CR)

ED 455 651 EC 308 539

Bauer, Anne M.; Brown, Glenda Myree
Adolescents and Inclusion: Transforming Secondary Schools.
PUB DATE- 01
NOTE- 294p.; With invited contributors.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Accommodations (Disabilities); Action Research; Behavior Modification; Black Students; Classroom Techniques; *Disabilities; Education Work Relationship; Educational Change; Educational Environment; High Schools; *Inclusive Schools; *Individualized Education Programs; Institutional Characteristics; Minority Group Children; Principals; Student Evaluation; *Teacher Collaboration; *Teaching Methods; Teamwork

Written with teachers, administrators, and students of Purcell Marian High School in Cincinnati, Ohio, this book is grounded in a 2-year action research project that created an inclusive high school. Chapter 1 provides snapshots of interactions in an inclusive high school and refutes some of the concerns expressed by teachers and administrators. Chapter 2 describes the qualities of an inclusive high school, and Chapter 3 discusses issues related to change and the continual evolution of inclusion. The following chapter looks at adolescents who are typically developing, as well as their peers with disabilities. Chapter 5 follows with a description of the nature of community in an inclusive high school and ways to support such a community. Chapter 6 begins to discuss teaching and designing instruction in inclusive classrooms. Chapters 7-9 discuss enhancing the development of prosocial behavior, accommodations and adaptations, and assessing learning. Chapter 10 describes participation in Individualized Education Programs

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Construction Costs; Elementary Secondary Education; Public Schools; *School Construction
IDENTIFIERS- Cost Containment; *Wage Compliance Standards; *Washington

This report examines "prevailing wage" and school construction costs in Washington state by first examining 1985 through 1999 data on the state's school construction financing levels, the percentage of local share of funding, comparisons of average actual square foot cost versus the state's area cost allowance, and bond election successes versus failures by calendar year. The report then explains that prevailing wage laws increase construction costs by 10 to 15 percent, overcharging taxpayers and contributing to the public's perception of state-mandated inefficiency. Since Washington taxpayers are strongly expressing their desire for frugal spending, the report concludes that the state legislature should repeal the prevailing wages law. (GR)

ED 455 672 EF 005 973

Fisher, Kenn
Building Better Outcomes: The Impact of School Infrastructure on Student Outcomes and Behaviour. Schooling Issues Digest.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 01
NOTE- 8p.; Produced by Rubida Research Pty Ltd. Commonwealth Department of Education, Training and Youth Affairs (DETYA) became the Commonwealth Department of Education Science and Training (DEST).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Environment; *Educational Facilities Design; *Educational Research; Elementary Secondary Education; Foreign Countries; *Outcomes of Education; Public Schools; *School Effectiveness; *Student Behavior
IDENTIFIERS- *Australia

This digest reviews a range of research studies that examine the possible causal linkages between school buildings and student outcomes and behavior, and it presents findings in support of the theory that facilities make a difference and also presents findings in areas where research to date is relatively inconclusive. The report also examines studies concerning the relationship between student outcomes and behavior based on the overall building condition as well as the influence of individual building elements. Also discussed are design factors that can influence learning outcomes and behavior. A list of Web sites for additional information is included. (Contains 31 endnotes.) (GR)

ED 455 673 EF 005 974

Weintraub, Deborah; Pierce, Tony
Mainstreaming the Sustainably Designed School.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

sometimes not valued in some countries as much as it is in the United States. Teaching students to write at a level required in U.S. higher education is often doubly difficult because they struggle not only with English, but they also try to learn the conventions of writing at the same time. Even when the student has researched the topic, they have great difficulty putting a paper together properly. One source of the problem for foreign students is that it is common for the staff at a university's writing center to be students from that institution's English department. They may indeed be skilled writers but often have few skills in teaching a non-native speaker of English to write well in English. Policies that "treat all students the same," while well-intentioned, result in the needs of foreign students often being overlooked. Little research has been done in this area, and more needs to be done. In the meantime, writing center employees need to become more aware of the special needs of non-native speakers of English. (Contains 26 references.) (KFT)

ED 455 696   FL 026 833

Mohan, Bernard, Ed.; Leung, Constant, Ed.; Davison, Chris, Ed.
English as a Second Language in the Mainstream: Teaching, Learning and Identity. Applied Linguistics and Language Study.
PUB DATE- 01
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *English (Second Language); Foreign Countries; Language Attitudes; Language Planning; *National Programs; Official Languages; Second Language Instruction; Second Language Learning
IDENTIFIERS- Australia; Canada; United Kingdom

This book analyzes the system-wide provision of English-as-a-Second Language (ESL) services in Australia, Canada, and England suggests that a truly responsive educational vision is lacking. They find government policies to be inadequate; educational practices for ESL students to be either underdeveloped or poorly coordinated with practices for other students; and the rhetoric of reform failing to address issues of teaching and resources. The book is divided into three parts of four chapters each. Part one, "Australia," includes the following: "ESL in Australian Schools: from the Margins to the Mainstream" (Chris Davison); "Current Policies, Programs, and Practices in School ESL" (Chris Davison); "Integrating Language and Content: Unresolved Issues" (Chris Davison, Alan Williams); and "Identity and Ideology: The Problem of Defining and Defending ESL-ness" (Chris Davison). Part two, "Canada," is made up of the following: "ESL in British Columbia" (Mary Ashworth); "The Second Language as a Medium for Learning" (Bernard Mohan); "Knowledge Framework and Classroom Action" (Gloria Tang); "Implementation of the Vancouver School Board's ESL Initiatives" (Margaret Early, Hugh Hooper). Part three, "England," includes "England: ESL in the Early Days" (Constant Leung, Charlotte Franson); "Mainstreaming: ESL as a Diffused Curriculum Concern" (Constant Leung, Charlotte Franson); "Evaluation of Content-Language in the Mainstream Classroom" (Constant Leung, Charlotte Franson); and "Curriculum Identity and Professional Development: System-Wide Questions" (Constant Leung, Charlotte Franson). A name and general index are appended. (Contains 456 references.) (KFT)

ED 455 697   FL 026 834

Governor, the Legislature, the Higher Education Community, and the Citizens of California.
PUB DATE- 96
NOTE- 18p.; California Higher Education Policy Center became the National Center for Public Policy and Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Accountability; *Educational Quality; Equal Education; *Higher Education; Public Policy; State Colleges; *Strategic Planning
IDENTIFIERS- *California
This report suggests actions and policies that will take California higher education into the 21st century with a renewed commitment to college opportunity. The report recommends a new compact among the state, colleges and universities, and students and their families. It calls for shared responsibility and asks the state and the public to stabilize budgetary support, target additional funding to undergraduate enrollment growth, resist the construction of new campuses, and hold existing institutions accountable for enrolling additional undergraduate students. Two urgent questions are addressed. The first is whether California should continue its historic policy of finding a place on campus for all qualified applicants. This analysis is predicated on the expectation that California citizens will want to continue this tradition. The second issue is whether California actually can manage its higher education system in order to afford both access and quality in the next century. The report suggests 11 strategies to assure that California higher education can accommodate all eligible undergraduates regardless of their financial resources, and that it can maintain and enhance the quality of instruction, research, and public service. These strategies are also aimed at reducing, in the aggregate, the average cost of education per student. (Contains 18 endnotes.) (SLD)

ED 455 720   HE 034 175

Kirst, Michael W.
Overcoming the High School Senior Slump: New Education Policies. Perspectives in Public Policy: Connecting Higher Education and the Public Schools.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 35p.; Prepared for the National Commission on the Senior Year in High School.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); *College Bound Students; College School Cooperation; *Educational Policy; *High School Seniors; High Schools; Higher Education; *Incentives; *Student Attitudes; Student Motivation
The slump experienced by many high school seniors stems in part from the failure of the K-12 school system and colleges and universities to provide incentives for high school seniors to work hard. Senior slump appears to be the rational response of students to some disjunctions between the K-12 and postsecondary systems, including a lack of assessment in grade 12, a college admissions calendar that provides little incentive for seniors to take demanding courses, a lack of

studied how state legislators, especially those in leadership positions, view the current landscape for higher education in their states. The findings are based on in-depth, one-on-one telephone interviews conducted from July 2000 through February 2001 with 64 house and senate education leaders, representing the legislatures of all 50 states. When asked to identify their state's most important strategic needs, state legislators highlighted three key roles for higher education: (1) strengthen and diversity the economy; (2) prepare and train a high-skills, high-wage workforce; and (3) raise the level of educational attainment of the state's population. Legislative priorities and strategies mentioned by legislators are designed to address two major challenges that higher education faces in meeting state needs: improving the responsiveness of the higher education system and accommodating changing demands for access to higher education. State appropriations for higher education operating funds have increased on average 7% annually for the past 3 years, but legislators generally believe that these funds are not adequate. As state budgets tighten, higher education's long-standing role as a "budget balancer" makes it particularly vulnerable to cuts. How higher education will fare in the changed economic environment is difficult to predict. Three appendixes contain a discussion of research methodology, the interview protocol, and a state data table. (Contains 9 figures, 1 table, and 26 endnotes.) (SLD)

ED 455 741 HE 034 207

The Wider Benefits of Higher Education. Report.
SPONS. AGENCY- Higher Education Funding Council for England, Bristol.
PUB DATE- 01
NOTE- 122p.; Also sponsored by the Smith Institute.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Attitudes; *College Graduates; Education Work Relationship; Educational Attainment; *Educational Benefits; *Employment Patterns; Foreign Countries; *Higher Education; Socioeconomic Status
IDENTIFIERS- United Kingdom

This research used data from the British National Child Development Study to assess the effects of higher education on a number of noneconomic adult outcomes in the United Kingdom, with controls in place to take into account earlier family circumstances and earlier educational attainment. Outcomes were mainly assessed at age 33, and control variables spanned the period from 33 back to birth. The data suggest that graduates are much more likely to attain professional or managerial jobs than nongraduates. Mature graduates and noncompleters (people who entered higher education but did not get a degree) also show an advantage over A-level and below A-level qualifiers. Graduates are relatively protected from unemployment, but this is not the case for noncompleters. Graduates reported more skill improvement over the last 10 years than people with lower qualifications, and graduates are relatively more likely to perceive themselves as in "excellent" physical health. Graduates are less likely to show depression than people with A-level qualifications and somewhat less vulnerable to assault. Graduates report fewer educational problems among their children. They are also more likely to have egalitarian attitudes to gender equality, and are more likely to be nonracist than nongraduates with A-levels. Appendices include frequency distributions and multivariate analysis results.

Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Distance Education; Educational Administration; Educational Change; *Educational Development; Educational Technology; Higher Education; Organizational Development; Strategic Planning

This paper presents the results of a research study conducted in fall 1999 to examine the challenges facing higher educational institutions in migrating to distance learning. The study consisted of five case studies conducted at higher educational institutions in Pennsylvania. At each institution the researchers interviewed the president and other senior administrators and conducted a focus group with administrators and key faculty involved in distance education. Participants in the study reviewed and analyzed a comprehensive model developed by the researchers for applying principles of organizational agility to distance learning. Researchers investigated how institutions of higher education could strategically coordinate human resources, organizational dynamics, and distance learning technologies in a systematic way in order to gain and maintain a competitive edge in the educational marketplace, and in order to be more responsive to students. The study found that issues related to faculty and other personnel, marketing, competition, budget, and planning were more significant for the success of distance education than technological issues. Implications for planning and implementing successful distance programs are presented. (Author/AEF)

ED 455 762 IR 020 718

Browne-Ferrigno, Tricia; Muth, Rodney; Choi, Cynthia
Using Technology To Enhance Understanding of Leadership.
PUB DATE- 00
NOTE- 11p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; *Computer Mediated Communication; Computer Uses in Education; *Distance Education; Instructional Effectiveness; *Leadership; Online Systems; Professional Development; Teaching Methods
IDENTIFIERS- Learning Communities

This paper reports the findings of a comparative study of the content of electronic exchanges among members of learning communities to determine what kinds of online dialogue differences, if any, exist. The virtual learning communities compared are two cohorts within the same professional preparation program for teachers aspiring to become school leaders. The content area and instructor are the same for both cohorts; the significant variable is the mode of instructional delivery. One cohort received nearly all instruction through a distance learning program. The other cohort meets together weekly and uses online activities for approximately 30 percent of instructional delivery. Comparative data used are online programs in educational technology asking them to list in rank order the top five journals in educational technology. In addition, they were asked to respond with one piece of advice for those just starting to write for publication. Results were summarized, and then an analysis of the 1998-1999 issues of the top journals was conducted to identify the average number of articles per publication, general types of articles, and topic categories of articles. A total of 25 usable responses were received (31% response rate) "Educational Technology Research and Development" ("ETR&D") was identified in this study as the leading journal in the field. The content and type varied from journal to journal based on the overall goals and intended audience of the journal. Suggestions for writing and publishing that were given on the e-mail survey are included. (AEF)

ED 455 781   IR 020 737

Maushak, Nancy J.; Kelley, Pat; Blodgett, Teresa
Preparing Teachers for the Inclusive Classroom: A Preliminary Study of Attitudes and Knowledge of Assistive Technology.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); *Computer Attitudes; Data Analysis; Disabilities; Higher Education; Individual Needs; Preservice Teacher Education; Surveys; *Teacher Attitudes; Workshops

The purpose of this study was to examine current attitudes and knowledge of pre-service teachers towards assistive technology and to develop, implement, and evaluate a mini-workshop on assistive technology to better prepare regular classroom teachers for the inclusive classroom. A pre-post survey design was used. Data from the pre-survey provided demographic information as well as documenting current attitudes and knowledge. Participants were 168 students enrolled in a computer applications course for elementary teachers. A mini-workshop on assistive technology was presented by experts in the field. Data was analyzed to determine impact of the mini-workshop on attitude and knowledge and to detect differences based on completion of a diversity course, having a disabled family member and having a disabled friend. Results indicated a continued need to include assistive technology under the broader umbrella of technology in teacher preparation programs. (Author)

ED 455 782   IR 020 738

May, Marilyn K.
Mentoring for Technology Success.
PUB DATE- 00
NOTE- 7p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

a specific metacognitive scaffold performed better on the achievement measure. However, the students using a teacher-managed process reported more positive attitudes than the scaffolded students. Possible reasons for the differences in reported attitudes between the two groups include differing responsibility levels of students and teachers within the groups as well as differences in time spent in on-task behaviors throughout the study. (Contains 36 references.) (Author/AEF)

ED 455 801 IR 020 757

Wu, Yann-Shya
The Effects of Collaborative Problem Solving on Individual Problem-Solving Ability.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cooperative Learning; Foreign Countries; Grade 4; *Group Activities; Intermediate Grades; Mathematics Achievement; *Mathematics Activities; *Mathematics Instruction
IDENTIFIERS- Taiwan

The purpose of this paper is to investigate how collaborative problem solving affects individual mathematical problem-solving ability. Quantitative and qualitative evaluations were conducted, focusing on four students in the same fourth grade mathematics class in Taipei, Taiwan, as they participated in two steps of individual problem-solving activities and one step of collaborative problem-solving activity. The paper begins with a review of the applicable theoretical notions on problem solving, and on collaboration as it relates to problem solving. Next, it explains the experiment's method and procedures, and then goes on to analyze and discuss its results. Finally, it presents some conclusions, along with a brief discussion of the project's implications for further research. The results show no quantitative differences between collaborative and individual problem solving. However, some qualitative differences were evident. (Contains 21 references and 5 figures.) (Author/AEF)

ED 455 802 IR 020 758

Murry, Francie R.; Murry, G. Brandon
Using a Lesson Template To Integrate General and Special Education: Teaching Lesson Template Use to Educators of Students with Special Needs.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712. Some figures contain very small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

as a common denominator for curricular products, programs, materials (varying from teacher and student/trainee materials), procedures, scenarios, processes, and the like. A key issue and major challenge in curriculum development is how curricular interventions should be developed in order to achieve a satisfying balance between the ideals of a curriculum change and their realization in practice. This paper provides background information on the roots of computer-based tools for curriculum developers, provides an overview of those tools currently available in the United States and abroad (especially Australia and The Netherlands) and describes probable future trends. (Contains 19 references.) (Author/AEF)

ED 455 819   IR 020 775

Taricani, Ellen
Influences of Concept Mapping and Learning Styles on Learning.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Cognitive Processes; *Cognitive Style; *Concept Formation; *Concept Mapping; Educational Theories; Instructional Effectiveness; *Learning Strategies; Learning Theories; Metacognition

Concept mapping is a technique for visually representing the structure of information, concepts, and the relationships between them. Concept maps are useful tools that help students learn about how they structure knowledge while supporting the process of knowledge construction or metaknowledge. This paper discusses the effect of concept mapping with different levels of knowledge to assist those with different learning styles. Discussion is as follows. After a brief definition of concept mapping in learning, the two broad classes of learning/cognitive styles-field dependent and field independent-are outlined. Discussion then moves to Ausubel's (1963) Meaningful Learning Theory, and how concept maps can foster meaningful learning. Next, a definition is provided of the principles of Component Display Theory (CDT), which is concerned with teaching individual concepts or principles, and classifies learning along two dimensions: content (facts, concepts, procedures, and principles) and performance (remembering, using, and generalities). Finally, a study on the effects of concept mapping on learning is briefly discussed. (Contains 10 references.) (AEF)

ED 455 820   IR 020 776

Freitas, Candido Varela de; Silva, Antonio Pedro da
Virtual Resources Centers and Their Role in Small Rural Schools.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English

ED 455 839 IR 020 863

Ward, Nigel; Fankhauser, Rae; Turner, Margaret
Integration of Networked Learning Resources in Schools.
PUB DATE- 99
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Educational Improvement; *Educational Resources; *Educational Technology; Elementary Secondary Education; Foreign Countries; Information Networks; Information Services
IDENTIFIERS- *Australia; *Digital Technology

In 1998, the EdNA/CESCEO Schools Advisory Group (SAG) formed the Networked Learning Resources Working Group to investigate issues surrounding the provision, optimum integration and management of Australian digital learning resources. The Working Group contracted DSTC Pty Ltd, in conjunction with the services of an independent specialist in schools information services, to conduct this consultancy and prepare this discussion paper. The aim of the discussion paper is to: (1) identify current and planned approaches to organizing, accessing, delivering and sharing networked learning resources within the education and cultural sectors; (2) identify opportunities for improving these systems; (3) describe implications of emerging initiatives and possible system improvements for the Schools Advisory Group stakeholders and the broader education community; and (4) make recommendations for common technical approaches amongst the SAG stakeholders in relation to information management techniques. The report first describes the methodology, scope, assumptions and limitations. It then analyzes the use of networked learning resources and makes recommendations for improving technologies and processes associated with accessing and producing networked learning resources in Australian schools. An overview is provided of important networked learning initiatives and technologies from the education, cultural, government, and information technology sectors. The appendices contain a glossary of terms and abbreviations, the survey document, a list of people and organizations consulted, a summary of response to the survey, and a list of current and planned Australian networked learning initiatives as identified by the survey. (Contains 27 references.) (AEF)

ED 455 840 IR 058 177

Bay, Mark T.
Copyright and the Need for Academic Libraries To Educate Patrons.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; *Copyrights; Fair Use (Copyrights); Higher Education; Legal Responsibility; *Library Instruction; *Library Role; Publishing Industry

This paper examines reasons why academic libraries need to educate patrons about copyright. The first section discusses legal reasons, including the protection of intellectual property rights in the U.S. Constitution, copyright legislation, and the doctrine of fair use. The second section considers decreasing profit margins for providers of

workshops: "Magnet Societies: Immigration in Postwar Germany and the United States" (Dallas, TX February 27-March 1, 1999) and "Loccum" (June 14-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Developed Nations; Employment Opportunities; Employment Patterns; Foreign Countries; *Foreign Policy; *Immigrants; *Immigration; *Information Technology; International Relations; Labor; Labor Legislation; *Labor Needs; Labor Supply; Labor Utilization; Migrants; *Policy Formation; Skilled Occupations; Skilled Workers
IDENTIFIERS- *Germany; Labor History

In the 1960s, German industry experienced a greater need for labor. Recruitment agreements for "guestworkers" were concluded with a number of Mediterranean countries, with the opinion at the time being that temporary immigration would be in the interests of all involved: German firms would get cheap labor, the "guestworkers" could earn money and return to their home countries with their savings, and the countries of origin would benefit from the remittances sent from abroad by their workers and from the know-how these workers brought back. This ideal turned out to be an illusion as stays lengthened, families joined workers, and children were born in Germany. After the oil price shock of 1973, a recruitment ban on workers from non-European Union countries was adopted in principle, and restrictive regulations were put in place. However, because of traditions of family reunification and European conventions of providing asylum, as well as for other reasons, the number of foreign workers continued to increase. By the year 2000, improving labor markets and shortages of skilled labor created new allowances for 10,000 to 20,000 foreign information technology (IT) specialists to come to Germany to work for up to 5 years. As a result of these changing needs, German immigration policy has often been incoherent. Lessons learned through the experiences of the past include the following: (1) immigration policy should be rational and transparent in order to discourage evasion and allow both employers and workers to plan their lives; (2) immigration must be geared toward local and regional needs; (3) employers should be encouraged to look more extensively for domestic workers before importing foreign workers; and (4) the short- and long-term consequences of immigration should be considered in order to develop a desirable and workable immigration policy. (Contains 54 references.) (KC)

ED 455 363 CE 081 898

Thompson, Ekundayo J. D.
Non-Formal Education in Urban Kenya: Findings of a Study in Kisumu, Mombasa and Nairobi.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Community Education; Curriculum; Definitions; Delivery Systems; Developing Nations; Dropouts; Educational Environment; Educational Facilities; Educational Needs; Educational Objectives; *Educational Opportunities; Educational Policy; *Educational Practices; Educational Trends; Elementary Secondary Education; Enrollment Trends; Financial Support;

PUB DATE- 01
NOTE- 73p.; For related documents from the CEDEFOP Panorama Series, see CE 081 975 and CE 081 989.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Certification; Credentials; Developed Nations; Employee Attitudes; *Employer Attitudes; Employment Patterns; *Employment Practices; *Employment Qualifications; Foreign Countries; *Health Occupations; Information Sources; *Occupational Mobility; Policy Formation; *Public Policy; Transfer Programs
IDENTIFIERS- *European Union

Research was conducted in Europe to determine the current situation in the health industry with regard to transparency, recognition, and transfer of qualifications. The study identified current and needed patterns of mobility, European policy assisting mobility, and attitudes and practices of institutions and businesses. Data were gathered through a literature search; an investigation of statistical evidence on cross-border mobility; interviews with key people in the industry; written requests for information to designated country liaisons; and Internet research. The study found a small amount of movement of health professionals among member states of the European Union (EU). The main political and legal instruments seem to work and health sector professionals are the main users of these instruments. However, since the number of people actually transferring their qualifications from one country to another is small, there seems to be substantial potential for further initiatives and support. Basic information on the availability of jobs can be improved. Although there are official support systems to promote transfer of qualifications, attitudes seem to impede use of the systems. The study concluded that while some positive steps have been taken at legal and political levels, the full effect of these advancements relies on the availability of information and support structures aimed at the individual migrant, not at bureaucracies or politicians. (Contains 47 references.) (KC)

ED 455 379 CE 081 991

CEDEFOP Annual Report, 2000.
PUB DATE- 01
NOTE- 78p.; For the 1999 report, see ED 443 954.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Competency Based Education; Educational Policy; *Educational Research; Foreign Countries; *Institutional Cooperation; Occupational Mobility; Policy Formation; Postsecondary Education; Program Effectiveness; Program Implementation; Publications; *Vocational Education
IDENTIFIERS- *European Centre for the Development of Voc Train; *European Union

The European Centre for the Development of Vocational Training (CEDEFOP) moved forward on the four major themes of its medium-term priorities in 2000, which were the following: (1) promoting competencies and lifelong learning; (2) facilitating new ways of learning for a changing society; (3) supporting employment and competitiveness; and (4) improving European understanding and transparency. In tackling this spectrum of activities, the CEDEFOP's accomplishment fell in these two studies of teaching strategies, learning assessment, and methods of identifying and assessing technological literacy; (2) development of numerous technology unit plans; (3) publication of the practitioner journal "Living Technology Monthly"; (4) implementation of technology teacher professional development workshops; and (5) numerous activities sponsored by the Industrial Technology Education Association, Taiwan, R.O.C. The following issues facing technology education in Taiwan have been identified: (1) technology is not well understood; (2) technology education at the elementary school level is still not universal; (3) further study examinations caused a lack of teaching vitality at the secondary level; (4) differences exist between the curriculum standard and the actual learning environment; and (5) technology teacher education programs are diluting their professional roles. (MN)

ED 455 396   CE 082 022

Moore, Sharon
Get Real: Work-Related Teaching and Learning.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 01
NOTE- 51p.; Part of the Vocational Learning Support Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Learning; Career Counseling; Case Studies; Curriculum Development; Definitions; *Delivery Systems; *Education Work Relationship; Educational Practices; Educational Resources; Experiential Learning; Field Trips; Foreign Countries; Guidelines; Integrated Curriculum; Learning Activities; Learning Strategies; Lesson Plans; Models; Part Time Employment; Partnerships in Education; Portfolios (Background Materials); Postsecondary Education; Professional Development; Relevance (Education); Resource Materials; *School Business Relationship; Small Businesses; Teacher Improvement; Teaching Methods; Two Year Colleges; Universities; *Vocational Education; Vocational Education Teachers; Work Experien *General National Vocational Qualif (England); *United Kingdom
IDENTIFIERS- *General National Vocational Qualif (England); *United Kingdom

This document is intended to assist new and experienced vocational education teachers in the United Kingdom who are delivering General National Vocational Qualifications (GNVQs) and vocational A-levels. The following are among the topics discussed in the guide's four sections: (1) developing an approach to vocational learning (establishing links with employers, contacting employers, developing partnerships, providing careers guidance); (2) vocational teaching and learning strategies (selecting delivery methods, planning site visits to businesses, incorporating the vocational context into schemes of work and lesson plans, developing a vocational resource base, directories and sources of further information); (3) teacher placements (flexible patterns of delivery for placements, placement sharing, benefits of teacher placements for students); and (4) developing effective student placement programs (post-16 work experience, work experience management; the role of small and medium-sized enterprises in providing placements, portfolios and part-time working, general employer benefits). Case studies providing examples of good practice and

The public sector in Finland faces tasks and challenges in promoting science, technology, and innovations in conditions of global change. Sustainable economic, social, and cultural development will continue to demand comprehensive development of the innovation system based on solid cooperation between the public and private sectors in the country. A special challenge for the public sector is to be able to implement the necessary development measures simultaneously in all directions under conditions of international competition and cooperation. Conditions must be created for the development of information industries, especially by strengthening human resources. The overall level of education must be further raised in Finland, and postgraduate education must be strengthened. It is also necessary to promote the utilization of knowledge produced both abroad and in Finland. In addition, the public sector must develop research funding to promote science, technology, and innovation. Three appendixes report the accomplishments of the Science and Technology Policy Council from 1996-1999; record the interim accomplishments of the expert group as of December 10, 1999, and report on the development of sectoral research. (KC)

ED 455 413 CE 082 054

McNaughton, Craig
Literacy in the Community Learning Context.
PUB DATE- 99
NOTE- 21p.; Paper prepared for the Canadian Link for Lifelong Learning.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Citizenship Education; Community Education; *Cultural Context; Developed Nations; Educational Finance; *Educational Needs; *Educational Philosophy; *Educational Policy; Foreign Countries; Informal Education; *Lifelong Learning; Literacy Education; Nonformal Education; Nontraditional Education; Special Needs Students; Values; Volunteers
IDENTIFIERS- *Canada

Relationships exist between lifelong learning and community-based literacy programs, and Canada appears to have the kind of civic culture that takes literacy learning seriously, enjoying a strong civic or community context for literacy learning. Community literacy in Canada promotes the values and ideas of lifelong learning, legitimizing non-formal (and informal) learning and education for everyone, regardless of age, economic status, social status, gender, ethnic or national identity. New ways of learning are promoted by promoting citizenship values, by focusing learning on the learner, by breaking down traditional learning dichotomies, and by working effectively with new technologies. Literacy programs are in the process of developing to meet their learning and teaching objectives by helping instructors learn how to deal with low self-esteem, trauma and abuse, the embarrassment of older learners, and reaching young adults. They are also learning to work more effectively with volunteers. The thinking around lifelong learning includes a clear focus on economic strategy and policy, with these practices being redesigned as needed to support lifelong learning as part of the culture in Canada. (KC)

ED 455 414 CE 082 055

Walwei, Ulrich; Werner, Heinz; Konig, Ingeborg capital management; and (5) list of 32 related GAO products. (MN)

ED 455 430 CE 082 092

Heinrich, Janet
Health Workforce: Ensuring Adequate Supply and Distribution Remains Challenging. Testimony before the Subcommittee on Health, Committee on Energy and Commerce, House of Representatives.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; Change Strategies; Demand Occupations; Employment Patterns; Employment Projections; Federal Programs; Government Role; Health Needs; *Health Occupations; Health Services; Inner City; Job Placement; Job Satisfaction; *Labor Force Development; Labor Needs; Labor Supply; Labor Turnover; Motivation Techniques; Needs Assessment; Nurses; Nurses Aides; Policy Formation; Postsecondary Education; Program Effectiveness; *Public Policy; Recruitment; Rural Areas; Salary Wage Differentials; Scholarships; Secondary Education; Student Financial Aid; Student Loan Programs; Tenure; Trend Analysis; Urban Areas; Vocational Education; Work Environment
IDENTIFIERS- *Access to Health Care; *National Health Service Corps

The General Accounting Office's (GAO's) director of health care-public health issues testified before Congress regarding growing concerns about the adequacy of the health care work force and lessons learned from the experience of the National Health Service Corps (NHSC) in addressing the maldistribution of health care professionals. The following were among the key points made during the testimony: (1) recruitment and retention of adequate numbers of qualified health care workers are major concerns for many health care providers today; (2) although current data on supply and demand for many categories of health workers are limited, available evidence suggests emerging shortages in some fields (especially among nurses and nurses aides); (3) vacancy rates for health care workers in rural areas and inner cities are especially high; (4) working conditions and wages contribute to job dissatisfaction among nurses and nurses aides; (5) although demand for most health workers will continue to grow, demographic pressures may limit their supply; (6) the NHSC illustrates the challenges in addressing shortages of health professionals in certain locations; (7) better coordination of placements with waivers for J-1 visa physicians is needed; and (8) loan repayment is a better approach than scholarships. (A list of 10 related GAO reports is appended.) (MN)

ED 455 431 CE 082 093

Pindus, Nancy; Koralek, Robin; Martinson, Karin; Trutko, John
Coordination and Integration of Welfare and Workforce Development Systems.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 71p.
LANGUAGE- English

connecting students to the world beyond high schools (including job shadowing, internships, service learning, and one-to-one mentoring). In Part 2, these three defining features of career academies are used to organize a discussion of some issues that arise when a high school moves to an all-academy structure. The following issues are among those discussed: deciding whether all academies should have career themes; specifying academy leaders' responsibility in relation to various administrators and counselors; and deciding how to achieve economies of scale in work-based and experiential learning. Part 3 describes three existing checklists and rubrics for monitoring implementation of individual career academies. (MN)

ED 455 448   CE 082 130

Vujovich, Lisa
The Mentor Handbook.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 94p.; Cover title is "Mentor Handbook for Career Academies." Karen Shore revised the Handbook and added additional materials; Pam Langbehn and Linda Scannell also contributed materials and ideas.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Academies; *Career Education; Career Exploration; College Preparation; Communication Skills; Coordination; Coordinators; Definitions; Education Work Relationship; Educational Policy; Ethics; Evaluation Criteria; Evaluation Methods; Financial Support; Guidelines; High Schools; Interpersonal Competence; *Interpersonal Relationship; Learning Activities; *Mentors; Orientation; *Program Development; Questionnaires; Records (Forms); Recruitment; Scheduling; School Business Relationship; School Holding Power; Self Concept; Significant Others; Skill Development; Student Surveys; *Training; Troubleshooting

This document presents materials to assist individuals responsible for coordinating mentor programs at career academies and materials to assist mentors. Section 1, which is addressed to coordinators, contains guidelines pertaining to the following aspects of planning and implementing mentor programs: policies and procedures; budgeting and funding; recruitment; screening; orientation and training; matching criteria; support and retention; termination; student and parent orientation; evaluation; the mentor coordinator's timetable; the matching process; student orientation; and mentor orientation. Section 2 contains the following materials for mentors: a mentor code of ethics; a discussion of the mentor experience; guidelines for maintaining effective mentoring relationships; the relationship developmental process; communication tips; troubleshooting tips; activities; a list of confidence, discipline, and academic skills to help students develop; a self-esteem activity; activities to help students prepare for college; activities for introducing students to the world of college; and suggestions for helping students develop skills needed for college and identify careers of interest. Section 3 is a collection of ideas, activities, invitations, letters, and forms, including seven suggested activities; sample invitational letter to parents; sample

ED 455 466   CG 031 059

Worthen, Vaughn E.; McNeill, Brian W.
What Is Effective Supervision? A National Survey of Supervision Experts.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counseling; Helping Relationship; National Surveys; Objectives; Opinions; *Psychotherapy; *Supervision; Supervisors; Supervisory Methods

Previous research regarding the supervision of psychotherapists has been primarily based on the perceptions of supervisors and supervisees at various levels of experience. This national survey examines the attitudes and beliefs of experts in the field of supervision concerning what constitutes effective supervision. A number of themes and recommendations were noted in the survey including an emphasis on the supervisory relationship, a commitment to supervision, and the adoption of a supervisory stance. The results point to the need for clearly articulated tasks and procedures; attention to developmental levels; accepting responsibility for evaluation and feedback; and developing a clear notion of desired outcomes. The opinions expressed in the survey describe the goal of effective supervision to be the development of a facilitative supervisory relationship characterized by empathy; warmth; trust; mutual respect; and flexibility. Appendix includes a copy of the survey. (Contains 4 tables and 61 references.) (JDM)

ED 455 467   CG 031 060

Fawcett, Mary; Maycock, George
A Quantitative Assessment of Culture and Career Decision-Making Confidence Levels of High School Seniors in a School-to-Work Program Using the Career Decision Scale.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian American Students; Black Students; *Career Choice; *Career Guidance; *High School Seniors; High Schools; Hispanic American Students; Program Evaluation; Racial Differences; Student Surveys; Urban Schools; *Vocational Education; *Work Experience Programs
IDENTIFIERS- African Americans; American Indian Students; Career Decision Scale; Latinos

This paper describes a comparative study to measure differences in the levels of career indecision for high school seniors (N=113) who are African American, Asian, Hispanic, Native American, White, or mixed race, and are involved in activities in a School-to-Work (STW) program of an urban high school. A demographic survey and the Career Decision Scale (CDS) were administered to the sample to measure the effectiveness of program participation on career decisiveness levels. Analysis determined no differences in career decisiveness based on racial identity between African American and White students, and showed a positive relationship between students who were active in STW programs and their level of career decision-making confidence. A discussion is included on the implications

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Education; Elementary Education; Elementary School Students; Elementary School Teachers; Elementary Schools; Foreign Countries; National Programs; Partnerships in Education; Program Development; *Staff Development
IDENTIFIERS- Scotland

Scotland Against Drugs, a privately funded partnership, launched a national staff development program known as the Primary School Initiative (PSI). The initiative provides an opportunity for schools and local authorities to evaluate their drug education efforts. The training encourages teachers to develop their own drug education policies and teaching approaches in line with established guidance on best practices. An evaluation of PSI from 1998 to 2001 included a survey of participants (1,133) and follow-up interviews, observations of training events, and interviews with trainers and local authorities involved. The evaluation determined that the PSI training has a positive impact on the knowledge, confidence, and abilities of participating teachers to plan and teach drug education in primary schools. It suggested that further research is needed on how to develop appropriate forms of drug education with related training for teachers, how to work with secondary schools, and how best to promote work with parents in the field of drug education. (JDM)

ED 455 490 CS 014 332

Wilhelm, Jeffrey D.; Baker, Tanya N.; Dube, Julie
Strategic Reading: Guiding Students to Lifelong Literacy, 6-12.
PUB DATE- 01
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Critical Reading; High Schools; *Literacy; Middle Schools; *Reading Instruction; *Reading Processes; *Reading Skills; *Reading Strategies; Student Needs
IDENTIFIERS- *Strategic Reading

As students move on to more challenging texts in middle and high school, their reading skills do not grow automatically to meet those demands. They need help figuring out "how" to read, not just "what" to read. As the focus on reading more sophisticated kinds of texts intensifies in schools, student need more help than ever. This book provides the tools teachers need to help students of all abilities make this important transition to higher-level texts. The book relies on a "learning-centered" approach to reading. It offers a thorough examination of the issues surrounding teaching and learning, and of the specific demands particular texts make on readers. Then it provides many innovative strategies for teaching students to comprehend, engage, and make use of these kinds of texts. Following an introduction, the book is divided into these chapters: (1) A Theory of Teaching; (2) A Theory of Teaching Reading; (3) Authorial Reading and Democratic Projects; (4) Frontloading: Teaching before Reading; (5) Loving the Questions: Fostering Student Questioning and Discussion; (6) Building on Different Strengths to Make Reading Visible; (7) Assignment Sequencing: Teaching Students Text by Text, Activity by Activity; and (8) Reading Together. (Contains an epilogue and an extensive list of works cited.) (NKA)

A Comparison of Reading Achievement in Second Grade Students Using the Accelerated Reading Program and Independent Reading.
PUB DATE- 01
NOTE- 44p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; *Evaluation Methods; Grade 2; *Independent Reading; *Instructional Effectiveness; Primary Education; *Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Research
IDENTIFIERS- *Accelerated Reader Program

Accelerated Reader is a computer program designed by Advantage Learning Systems to assess students' reading comprehension levels and keep detailed and accurate reports of such findings. This research studied the Accelerated Reader program with a second grade class over a 6-week time frame. One class of 20 students read books picked from the program list then took computer-generated quizzes on the reading. The quizzes consisted of 5 to 20 multiple choice comprehension questions ranging in difficulty. The Accelerated Reader program kept records of each student's reading level as assessed by the quizzes. Another second grade class with 16 students independently read at least 30 minutes a night over the same time frame. This class of students, however, did not take any quizzes on their reading. After the 6-week time frame was up, each student in the study completed a standardized reading comprehension test. These tests were compared to see if any significant difference in the reading comprehension levels of these two groups existed. Findings suggest that the Accelerated Reader program had no significant effect on the reading comprehension levels of second grade students. Therefore the researcher retains the hypothesis that there is no significant difference in the reading comprehension level of those who have experienced independent reading and those who have experienced Accelerated Reading. (Contains 20 references and a table of data. Appendixes contain the research proposal and the consent form.) (RS)

ED 455 511 CS 014 458

Clark, Meredith Ann
A Research Based Study for the Use of Audiobooks in the Classroom as a Complementary Reading Program.
PUB DATE- 01
NOTE- 41p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 3; *Instructional Effectiveness; Primary Education; Reading Achievement; *Reading Aloud to Others; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Research; *Talking Books

In today's society, parents are often too busy to read with their children or perhaps cannot even read themselves. In response to these problems, the researcher would like to propose that audiobooks are a good alternative to parental reading. This project was designed to show the importance of reading to children. The use of audiobooks was a simple substitute for the warm body that children often need but may not have access to for the experience of reading. The intention was that the additional exposure to reading, whether they were being read to poems based on the story. The following week they wrote poems based on any story they had read, using the steps for writing poetry that they followed for the first story. A clear understanding of the story can help students stir their imagination, stimulate their creative and critical thinking and widen their vicarious or indirect experiences. The procedures in using a story to write poetry have helped the teacher's students to experience success and gain confidence in creative writing. Several sample student poems are included. (NKA)

ED 455 529 CS 217 651

McMullen, T. J.
How Has a Literacy Focus Changed Pedagogy across the Curriculum in Sydney Catholic Secondary Schools, 1995-2000?
PUB DATE- 01
NOTE- 7p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; *Content Area Writing; Foreign Countries; *Inservice Teacher Education; *Literacy; Professional Development; *Secondary Education; *Teaching Methods; Writing Instruction
IDENTIFIERS- Australia (Sydney); *Literacy Across the Curriculum
Prior to about 1995, few secondary schools teachers outside the English KLA (Key Learning Areas) in Sydney's Catholic schools consciously focused on the development of literacy in their teaching approaches. By the mid-1990s however, a number of educational perspectives (e.g. genre approaches, teaching/learning cycles integrating content with literacy skills, different students' learning styles, explicit methods of teaching literacy) had converged to produce pedagogical approaches that were more concrete and more easily understood than had been the case with the Language Across the Curriculum policies of earlier decades. In particular this has involved teaching writing and reading through an understanding of text types. National Professional Development funding (1994-7) was instrumental in training a large number of school-based facilitators in pedagogical approaches utilizing a number of written text types. After this the Sydney Catholic Education Office developed a Secondary Writing Position Paper outlining the knowledge about text types already possessed by incoming Year 7 students as a result of the new English K-6 Syllabus, and explaining how secondary teachers could develop these further in their specific subjects. A Secondary Literacy Strategy for 1999-2001 was established to provide funding for school-based professional development and assistance in analyzing Year 7 ELLA (English Language and Literacy Assessment) test results and providing follow-up at cohort and individual level. The paper concludes with examples of changed pedagogy in Sydney Catholic secondary schools. (Author/RS)

ED 455 530 CS 217 652

Gregory, George Ann
Third Grade Written Narratives: A Cross-Linguistic Study.
PUB DATE- 01
NOTE- 17p.

technical support, and a supportive administration. It finds that online technology can be integrated into an introductory technical writing course and function as a positive force in that course. (NKA)

ED 455 549 CS 510 599

Swanson, Douglas J.

Communicating about Mass Communication: A National Study of the Content, Functionality, and Value of University Mass Communication Program World Wide Web Sites.

PUB DATE- 01

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; *Communication (Thought Transfer); Content Analysis; Higher Education; *Intellectual Disciplines; *Teacher Attitudes; *World Wide Web

A study was undertaken to assess college and university mass communication program World Wide Web site content, functionality, and value, and to gauge faculty members' opinions related to Web site creation and maintenance. Descriptive statistics, analysis of variance and t-tests were used to address three hypotheses relating to Web site use by academic programs and related perceptions of social order by faculty. Most programs had an operational Web site. Site enhancements varied widely while most faculty members' opinions were thematically consistent. (Contains 40 references and 3 tables of data.) (Author/RS)

ED 455 550 CS 510 601

Ratliff, Gerald Lee

Readers Theatre: An Introduction to Classroom Performance.

PUB DATE- 00

NOTE- 11p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Class Activities; Classroom Techniques; Higher Education; Introductory Courses; *Oral Interpretation; *Readers Theater; *Role Playing; *Student Participation

IDENTIFIERS- *Response to Literature

One of the primary principles of Readers Theater is to "dramatize" literature in classroom performance and to provide a visual and oral stimulus to students who are unaccustomed to using imagination to appreciate literary texts. Readers Theater may be used to enhance the critical study of language; to explore author meaning or point of view; to promote reading, writing, and listening skills; and to display creative talents of student performers. This paper discusses selected conventions of Readers Theater and gives a performance blueprint. It also presents selected exercises, developed in introduction to literature classes for non-majors, which should provide an excellent foundation to support further creative exploration by interested instructors. It notes that the by professional researchers from outside the school. Teaching was regarded as a job of an executive nature, and the main headteacher's function was to control its execution by teachers. Critical inquires were not wanted. Both preservice and inservice teacher education were quite removed from efforts to make reflective activities an important part of learning and development. Although schools got a large deal of autonomy in the 1990s, inservice teacher education and training did not help them much to learn and use their independence. The last decade has brought many significant changes, and some of them have created opportunities for the recognition of reflective practitioner research. However, many of these fundamental changes were carried out predominantly to remove existing barriers and to make some link to the precommunist era, rather than to take into account current developments in the West. The pre-1989 system was abandoned, but there was no systematic replacement for the old system. In spite of many efforts, there is an urgent necessity to encourage reflective practice in almost every field of education. (DFR)

ED 455 570 EA 031 097

Growe, Roslin
Educational Leaders as Moral Leaders: The Value of Virtue.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Qualifications; *Cognitive Development; Educational Administration; Educational Change; Elementary Secondary Education; *Ethics; *Leadership; Moral Development; Public Schools; *School Administration; *Training

This essay examines the nature of morality and professional judgment from the perspective of executive and administrative decision making. The central focus includes matters on moral development as related to the professional training of administrators. A conceptual framework of moral development in making moral decisions begins with an examination of Piaget's work in cognitive development, and then discusses Kohlberg's theory of the development of moral judgment. The essay discusses Blatt's conditions for moral growth, and other work by Mosher and Newmann. In the author's view, the notion that educational leaders function as persons of integrity has generated complacency about the ethical dimension of leadership. An assumption was that school officials naturally possessed the necessary qualities to conduct themselves personally and professionally in accordance with generally accepted moral standards. Recently, that assumption was found to be seriously flawed. Administrative training programs have traditionally not addressed moral leadership as a primary component in their preparatory programs. The current reform effort is "to make visible that leadership involves moral choices, not simply adherence to technicism." Unless leaders develop a moral system of ethics based on conscious morality and good values, they will find it difficult to make ethical decisions and behave with a sense of integrity. (DFR)

ED 455 571 EA 031 099

Gullatt, David E.
Determining Local School Effectiveness through State Accountability Directives: A National and State Perspective.
PUB DATE- 99

Promising Practices: Progress toward the Goals, 2000. Lessons from the States.
PUB DATE- 00
NOTE- 51p.; Based on articles written in 2000 by Barbara Pape and Anne Lewis in the NEGP Monthly (http://www.negp.gov/monthly), and on an NEGP report, "Minnesota & TIMSS: Exploring High Achievement in Eighth Grade Science." Data pages are from the 1999 Goals Report. For the 1999 report, see ED 437 727.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Educational Assessment; *Educational Objectives; Educational Practices; Educational Quality; Educational Research; Elementary Secondary Education; Government Publications
IDENTIFIERS- Educational Indicators; National Education Goals Panel

It is said that "there is no problem in American education that is not already solved in some American school. The pressing need is to discover these success stories and learn from them." This document presents data from educational indicators used by the National Education Goals Panel (NEGP) to provide insight into what works in schools across the nation. The data show that while overall national progress may be slow, state performance varies, and some states are doing well. Seventeen states have achieved a 90 percent high school completion rate, and all 50 have increased the number of Advanced Placement exams. Eight NEGP goals are presented starting with a description of their focus, a list of objectives, the indicator variable, a discussion of the indicator's importance, statistics tables, noteworthy success cases, lessons learned, and informational resources. Goals include: (1) Ready To Learn; (2) School Completion; (3) Student Achievement and Citizenship; (4) Teacher Education and Professional Development; (5) Mathematics and Science; (6) Adult Literacy and Lifelong Learning; (7) Safe, Disciplined, and Alcohol- and Drug-Free Schools; and (8) Parental Participation. Minnesota's world-class science performance on the Third International Mathematics and Science Study in 1995 is discussed as an NEGP case study. A list of resources for further reading concludes the document. (RT)

ED 455 591   EA 031 150

Miller, Janice Williams; Mwavita, Mwarumba D.
Influences on Adolescent Concern about Violence: An Ecological Perspective.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Bullying; Elementary Secondary Education; *Violence

An exploratory model was constructed on the assumption that adolescents' exposure to violence predicts their heightened concern about violent incidents occurring. The model, which incorporated an ecological perspective, was tested with a sample of 422 suburban middle school students. Participants responded to measures assessing concern about violent incidents results. Section 6 includes a summary and a conclusion, based on the findings of the study, that the rise of local education foundations in Michigan has not measurably negated the state's efforts to reduce interdistrict disparities through the reform of public funding mechanisms. The author cautions, however, that the results could change as the state funding reform continues to constrain per-pupil revenue growth in historically high-spending and high-income districts and such districts seek additional revenue from nontraditional sources. (PKP)

ED 455 610 EA 031 211

Rose, Linda P.
Understanding How PBL Teams Work: Re-Thinking the Dimensions of Teamwork.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Graduate Study; Higher Education; *Leadership Training; *Problem Based Learning; Schools of Education; *Team Training

This paper reports the results of a 5-month study of 4, self-selected Problem-Based Learning (PBL) teams taking a leadership capacity-building course in the Educational Leadership Program in the Graduate School of Education and Information Studies at UCLA. Twenty-six students in the course were divided into five teams of five to eight members each. Efforts were made to ensure that team members were equally distributed on the basis of professional experience, age, gender, and ethnicity. The group dynamics of each of the four teams are summarized. At the end of the course, students completed a variety of quantitative and qualitative team-assessment instruments, including a two to three page self and other behavioral assessment. Members of three of the four teams reported general satisfaction with the PBL process. Members of these teams communicated well with one another, shared their knowledge and skills, and adopted distributed leadership patterns. In the team reporting an unsatisfactory experience, students complained of poor communication among the members, lack of participation by one member, and the emergence of a leadership pattern dominated by two members. Faculty efforts to improve the effectiveness of the "dysfunctional" team were ineffective. While the study provides interesting insights into team dynamics, questions about the reasons for differential team member perceptions and intervention efforts to improve team interaction patterns remain unanswered. (Contains 15 references.) (PKP)

ED 455 611 EA 031 212

A Closer Look: State Policy Trends in Three Key Areas of the Bush Education Plan--Testing, Accountability and School Choice. Special Report.
PUB DATE- 01
NOTE- 39p.; Contributors include Kathy Christie, Mary Fulton, Michael Griffith, Todd Ziebarth, Cathy Walker, and Suzanne Weiss.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

(Betsy J. Dunn), which discusses successful support teams and the different roles of team members; (5) "Tactile Learning Strategies for Children Who Are Deaf-Blind: Concerns and Considerations from Project SALUTE" (Deborah Chen; June Downing, and Gloria Rodriguez-Gil), which discusses activities and outcomes of Project SALUTE (Successful Adaptations for Learning To Use Touch Effectively); (6) "Parents Use a Research Technique To Help Their Children with Cortical Visual Impairments" (Karen Goehl and Georgia Hembrecht); (7) "NTAC Parent and Family Activities" (Kathy McNulty); (8) "Seattle Lighthouse for the Blind: Deaf-Blind Program Federal Funding" (Paula Hoffman); and (9) "Interactive Storytelling for Deaf-Blind Children" (Keith Park), which provides four examples of storytelling activities that have been made accessible for children who are deaf-blind and have cognitive disabilities. (Some articles contain references.) (CR)

ED 455 632 EC 308 520

Clark, James P.
Functional Behavioral Assessment and Behavioral Intervention Plans: Implementing the Student Discipline Provisions of IDEA '97. A Technical Assistance Guide for School Social Workers.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; Behavior Modification; Behavior Problems; *Disabilities; *Discipline Policy; Elementary Secondary Education; *Individualized Education Programs; *School Social Workers; *Student Evaluation; Teamwork
IDENTIFIERS- *Behavioral Intervention Plans; *Functional Behavioral Assessment

This paper is designed to provide school social workers with a conceptual framework that will help guide their participation in state and local level planning for implementing functional behavioral assessments (FBAs) and behavioral intervention plans (BIPs) for students which school personnel propose to suspend for more than 10 days in any school year. The paper begins by identifying the following guiding principles for the implementation of FBAs and BIPs: (1) behavior should be assessed systemically; (2) the term functional modifies the terms behavior and assessment; (3) BIPs should emphasize the use of positives, inclusive, and least instructive approaches; (4) for students requiring special education, functional assessment of the need for social, emotional, and behavioral supports should be conducted across all aspects of programming, including initial identification, initial Individualized Education Program (IEP) development and implementation, ongoing review and revision of the IEP, and at the time when students' behavior prompts disciplinary action; (5) parents should be actively encouraged to participate; and (6) the implementation of FBAs and BIPs is not intended to rely on the use of a single theoretical framework or on the expertise of any one profession. The paper then identifies essential elements of FBAs and BIPs. (CR)

ED 455 633 EC 308 521

Pizzuro, Salvatore

and legal issues. The following chapter provides notes on helping new faculty members "join up." The last chapters address participation in extracurricular activities, describe issues related to African American students, and discuss some of the issues and questions that emerge as students enter the workforce. (Chapters include references.) (CR)

ED 455 652   EC 308 540

Mash, Eric J., Ed.; Terdal, Leif G., Ed.
Assessment of Childhood Disorders. Third Edition.
PUB DATE- 97
NOTE- 800p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Anxiety; Attention Deficit Disorders; Autism; *Behavior Disorders; Child Abuse; Child Neglect; Children; *Clinical Diagnosis; Depression (Psychology); *Disabilities; Eating Disorders; *Emotional Disturbances; *Evaluation Methods; Family Problems; Head Injuries; Interpersonal Competence; Intervention; Mental Retardation; Neurological Impairments; Sexual Abuse; Special Health Problems; Substance Abuse; *Symptoms (Individual Disorders)

This book describes methods and strategies for assessing a comprehensive array of childhood disorders, child health risks, and adolescent problems. It highlights the ongoing interplay among behaviors, cognition, and affects as they unfold within the young person's social network. Each chapter presents a conceptual framework for understanding the problem at hand, discusses assessment procedures that can be used to inform clinical interventions, and reviews the available empirical data. A major emphasis is placed on the family and the broader social environment, both as a context for understanding the child's strengths and weaknesses and as a focus for assessment and intervention. Chapters include: (1) "Assessment of Child and Family Disturbance: A Behavioral-Systems Approach" (Eric J. Mash and Leif G. Terdal); (2) "Attention-Deficit/Hyperactivity Disorder" (Russell A. Barkley); (3) "Conduct Problems" (Robert J. McMahon and Annette M. Estes); (4) "Depression in Children and Adolescents" (Bruce E. Compas); (5) "Fears and Anxieties" (Billy A. Barrios and Donald P. Hartmann); (6) "Social Relationship Deficits" (Karen L. Bierman and Janet A. Welsh); (7) "Mental Retardation" (Benjamin L. Handen); (8) "Autistic Disorder" (Crighton Newsom and Christine A. Hovanitz); (9) "Children with Brain Injury" (Jack M. Fletcher and H. Gerry Taylor); (10) "Health-Related Disorders" (Suzanne Bennett Johnson and James R. Rodrigue); (11) "Child Physical Abuse and Neglect" (David A. Wolfe and Andrea McEachran); (12) "Child Sexual Abuse" (Vicky Veitch Wolfe and Jo-Ann Birt); (13) "Family Conflict and Communication in Adolescence" (Sharon L. Foster and Arthur L. Robin); (14) "Anorexia Nervosa and Bulimia Nervosa" (John P. Foreyt and Carmen Mikhail); and (15) "Adolescent Substance Use Problems" (Peter W. Vik, Sandra A. Brown, and Mark G. Myers). (Chapters include references.) (CR)

ED 455 653   EC 308 541

Sattler, Jerome M.
Assessment of Children: Cognitive Applications. Fourth Edition.
PUB DATE- 01
NOTE- 931p.; Produced by Jerome M. Sattler, Publisher, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; *Energy Conservation; Public Schools; *Sustainable Development
IDENTIFIERS- *Newport Mesa Unified School District CA

This paper documents a school building energy efficiency and sustainability project involving the Newport Mesa Unified School District, Southern California Edison's Design and Engineering Services (D&ES), and the architectural firm Perkins and Will. The paper first examines the project design objectives and then discusses each of the project elements, including the site design, daylighting issues and models, and systems for natural ventilation and thermal comfort. Also discussed is the use of DOE-2 energy modeling, which was performed in the design development stage in order to develop consensus on a finalized design. The report also lists data on various characteristics of the school building, such as the architectural features; HVAC system; building operation and internal loading; energy use; annual utility costs; and a list of average school day temperatures, which compares the impact of light and dark roofs on indoor temperatures. (Contains 27 figures.) (GR)

ED 455 674 EF 005 975

High Performance Sustainable School Design: Roy Lee Walker Elementary, McKinney, Texas.
PUB DATE- 01
NOTE- 33p.; Photos may not reproduce clearly. For a companion 7:50 minute VHS videotape, see EF 005 976. Contains the paper "Sustainable Features of McKinney ISD Elementary School" presented by James D. McChure, James M. Estes, and Gary Keep at the Symposium on Imprinting Building Systems in Hot and Humid Climates (12th, San Antonio, TX, May 15-16, 2000). Conference sponsored by Texas A&M University, Texas State Energy Conservation Office, Department of Energy, and Others.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Facilities Design; Elementary Education; Elementary Schools; Energy Conservation; Environmental Education; Public Schools; *Student School Relationship; *Sustainable Development
IDENTIFIERS- Cost Containment

This document describes the sustainable features of the Roy Lee Walker Elementary School (Texas), a prototype "Eco Education" school that blends the physical environment with the student learning process while protecting the site. The document also presents the process of integrating sustainability criteria in all phases of the school's life cycle. The sustainable design features highlighted include the use of wind and solar energy to reduce climate control costs, a rainwater harvesting design to reduce water costs, a natural daylighting design that reduces the need for fluorescent light during the day, and classroom corridor technology that utilizes thousands of square feet of hallway space for learning activities. A floor plan and project timeline are included along with a paper that documents the school's sustainable features, which was presented on May 16, 2000, at the Twelfth Symposium on Improving Building Systems in Hot and Humid Climates. (GR)

Newman, Paul, Ed.; Ratliff, Martha, Ed.
Linguistic Fieldwork.
PUB DATE- 01
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Anthropology; Educational Research; *Field Studies; Folk Culture; Foreign Countries; *Linguistics; Native Speakers; Naturalistic Observation; Oral History; *Qualitative Research; Research Methodology
IDENTIFIERS- Africa; Asia

This book is a collection of original essays on the practice of linguistic fieldwork and language documentation. Twelve leading linguistics have contributed chapters about the study of languages in a natural setting. They pass on lessons learned, best practices, and discuss a wide variety of topics including the attitude of the linguistic, the roles of native speakers, and challenges of doing research in an unfamiliar environment. The book is intended for fieldworkers in linguistics, anthropology, folklore, and oral history. The book's chapters are entitled: "Fieldwork as a State of Mind" (Larry M. Hyman); "Who Shapes the Record: The Speaker and the Linguist" (Marianne Mithun); "Places and People: Field Sites and Informants" (Gerrit J. Dimmendaal); "Ulwa (Southern Sumu): The Beginnings of a Language Research Project" (Ken Hale); "Escaping Eurocentrism: Fieldwork as a Process of Unlearning" (David Gil); "Surprises in Sutherland: Linguistic Variability Amidst Social Uniformity" (Nancy C. Dorian); "The Role of Text Collection and Elicitation in Linguistic Fieldwork" (Shobhana L. Chelliah); "Monolingual Field Research" (Daniel L. Everett); "The Give and Take of Fieldwork: Noun Clauses and Other Concerns in Fatick, Senegal" (Fiona McLaughlin, Thierno Seydou Sall); "Phonetic Fieldwork" (Ian Maddieson); "Learning as One Goes" (Keren Rice); "The Last Speaker Is Dead--Long Live the Last Speaker!" (Nicholas Evans). An index is appended. (KFT)

ED 455 698 FL 026 835

Moudraia, Olga
Lexical Approach to Second Language Teaching. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Communicative Competence (Languages); Databases; *Language Patterns; *Language Proficiency; *Oral Language; *Phrase Structure; Second Language Instruction; Second Language Learning; *Teaching Methods; Vocabulary
IDENTIFIERS- ERIC Digests; Lexical Collocation

This digest provides an overview of the methodological foundations underlying the lexical approach to language teaching and the pedagogical implications suggested by them. The lexical approach has received interest in recent years as an alternative to grammar-based approaches. It concentrates on developing learners' proficiency with lexis, or words and word combinations. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce coherence and sequencing between the K-12 system and colleges, and the emphasis on access and admission to college rather than preparation for completing college. Recommendations in this report are geared toward reclaiming the senior year as a time of serious work. These policy suggestions focus on: (1) strengthening the high school curriculum and linking it to the general education requirement of the first year of college; (2) recognizing various achievement levels on statewide K-12 assessments that meet college or university standards; (3) improving college admissions and placement priorities; and (4) assigning responsibilities for K-16 issues to a single entity in each state. An appendix discusses findings from Stanford University's Bridge Project. (Contains 1 table and 20 references.) (SLD)

ED 455 721   HE 034 176

Iannozzi, Marcus
Tusculum College. Exemplars.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 01
NOTE- 9p.; Companion to "Policy Perspectives."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; *Colleges; *Educational Change; Educational Finance; *Enrollment Trends; Financial Support; Higher Education; *Institutional Characteristics; Trend Analysis
IDENTIFIERS- *Reform Efforts

This paper describes the initiatives of Tusculum College, Tennessee, to reverse a pattern of steady decline in enrollment, campus morale, academic standards, financial support, and institutional reputation. The tide began to turn when Tusculum, after a broad and inclusive search, hired its 25th president, Robert E. Knott in 1989. During his term, which lasted more than 10 years, Knott worked with the campus community to create a legacy of revitalization that steered the college on a positive course and continues to guide it in an innovative model of reform. As an early step in the revitalization, the faculty engaged in a year of strategic planning that centered on what made Tusculum different from other small liberal arts colleges. Working together, the faculty developed a civic arts initiative characterized by civic engagement, a core commons curriculum, a focused calendar, a competency evaluation program, and a civic arts learning project for each undergraduate that includes volunteer activities and service learning. As academic and governance reforms began to bear fruit, the college was able to focus on its fiscal situation to increase annual giving and renovate older buildings. A new president took office in June 2001. He sees as high mission the continuance of the revitalization, increased accountability, and the development of a system of performance assessment to meet the challenges of the future. The final section offers suggestions for "applying the case." (SLD)

ED 455 722   HE 034 177

Zemsky, Robert, Ed.
Gender Intelligence.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 01

(Contains 1 table, 21 figures, and 24 references.) (SLD)

ED 455 742 HE 034 213

Arnold, Gordon B.
The Politics of Faculty Unionization: The Experience of Three New England Universities.
PUB DATE- 00
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Faculty; *Faculty College Relationship; Higher Education; Labor Relations; *Politics; Public Opinion; Teacher Associations; *Unions

This book describes the process of unionization among university faculties using case studies of unionization campaigns at three universities. In higher education, faculty unions may have improved the situation of many faculties, but they may have accomplished this at the cost of increasing public skepticism and even antagonism. The chapters are: (1) "Introduction"; (2) "Faculty and Labor"; (3) "Three Decades of Faculty Unionism"; (4) "Faculty Unionization at the University of Rhode Island"; (5) "Failure and Success at the University of Massachusetts"; (6) "Faculty Unionization at the University of Connecticut"; and (7) "Epilogue." (Contains 70 references.) (SLD)

ED 455 743 HE 034 214

Aby, Stephen H., Comp.; Kuhn, James C., IV, Comp.
Academic Freedom: A Guide to the Literature. Bibliographies and Indexes in Education, Number 20.
PUB DATE- 00
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Freedom; Annotated Bibliographies; *College Faculty; *Educational History; Faculty College Relationship; Higher Education; Intellectual Freedom; *Professional Autonomy

This guide provides descriptive annotations of 481 sources relevant to the topic of academic freedom. The focus is on postsecondary education in the United States and on items published after 1940, although some entries are for earlier sources. Sources are grouped by category into these chapters: (1) "Academic Freedom--Philosophy"; (2) "Academic Freedom--History (General)"; (3) "Academic Freedom--History (1915 to World War II)"; (4) "Academic Freedom--History (Cold War)"; (5) "Academic Freedom--History (1960-1979)"; (6) "Current Issues and General Trends"; (7) "Academic Freedom and the Culture Wars"; (8) "Academic Freedom and Religion"; (9) "Tenure--Defense, Critiques and Alternatives"; (10) "Academic Freedom in Other Countries"; and (11) "World Wide Web Sites." Name and subject indexes are included. (SLD)

ED 455 744 HE 034 215

Lee, John
Tenure.
PUB DATE- 01
NOTE- 10p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

messages generated during the first semester of both programs in which leadership was the central focus. (Contains 23 references.) (Author/AEF)

ED 455 763   IR 020 719

Carvalho, Ana Amelia Amorim
How To Develop Cognitive Flexibility in a WWW Course.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712. Some figures contain illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Comprehension; Computer Assisted Instruction; Distance Education; Foreign Countries; *Knowledge Representation; Learning Theories; *Thematic Approach; Thinking Skills; World Wide Web
IDENTIFIERS- *Cognitive Flexibility; Web Based Instruction

Cognitive flexibility is indispensable for applying knowledge to new situations. The development of this ability depends on certain conditions such as the attainment of a deep comprehension of the subject matter and the exposure to different knowledge representations. This paper focuses on these conditions and describes a study designed to foster the development of cognitive flexibility in a World Wide Web course. The Web-based literary studies course was developed to support the study of a novel, "Cousin Basilio," that describes the social life in Lisbon in the 19th century. In the Web course developed, "Cousin Basilio: Multiple Thematic Criss Crossings," nine themes were identified for approaching the novel. The novel has 16 chapters that were grouped to constitute the cases. Each case was divided into small parts, or mini-cases. Then relevant themes to each mini-case were identified and thematic commentaries were written. After the selection of a theme (or a combination of themes), thematic criss-crossing guides the user through a sequence of mini-cases and thematic commentaries to which the selected theme applies. This study evaluates how much the course structure contributes to the development of cognitive flexibility. Participants were 28 third-year undergraduate students enrolled in Portuguese Literature, 3 males and 25 females ranging from 19 to 27 years old. Results provide evidence on effectiveness of the deconstruction process to develop cognitive flexibility. (Contains 11 references.) (AEF)

ED 455 764   IR 020 720

Charnitski, Christina Wotell; Harvey, Francis A.
Learning Science Concepts at a Distance in Preservice Teacher Education: Results of a Pilot Study.
PUB DATE- 00
NOTE- 7p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; Computer Literacy; Computer Uses in Education; Educational Improvement; Elementary Secondary Education; *Mentors; Professional Development; Rural Areas; *Staff Development; Teacher Attitudes; Teacher Education
IDENTIFIERS- Technology Integration

Educators today are under tremendous pressure to make use of the latest in technology while continuing to provide quality educational experiences for students. Quality staff development is essential and costly, especially in rural areas. This study looked at the use of mentoring as a positive strategy for building teacher confidence in technology application skills. The study emerged as a grant to direct funds into rural schools and was specifically targeted for educational improvement through technology implementation. Qualitative and quantitative data indicated that mentoring was a positive influence on teacher technology confidence, technology integration, school climate, and staff development effectiveness. (Contains 48 references.) (Author/AEF)

ED 455 783 IR 020 739

McCrary, Nancye E.
Expanding a Model for Affective Development: Implications for an Activity Component.
PUB DATE- 00
NOTE- 13p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activities; *Affective Behavior; Instructional Design; Learning Activities; Learning Theories; Models; Multimedia Materials; Social Bias; Social Discrimination; World Wide Web

One useful framework for understanding and articulating instructional design to change biased beliefs is the Martin and Reigeluth model for affective development, appearing in Volume II of Reigeluth's "Instructional-Design Theories and Models" (1999). Using this recently developed framework to examine a Web-based multimedia instructional program aimed at affecting biased beliefs suggested that the addition of activity components and the language of activity theory may have potential to extend instructional theory on affective learning. Consideration of action as both internal and external enhances the model in a way that facilitates design and evaluation of instruction to affect biased beliefs about difference. This paper examines some of the implications of including the concept of activity in the Martin and Reigeluth model for affective development. (Contains 46 references and 8 tables.) (Author/AEF)

ED 455 784 IR 020 740

Miller, Christopher T.; Mazur, Joan M.
Towards a Person-Centered Model of Instruction: Can an Emphasis on the Personal Enhance Instruction in Cyberspace?.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and

DESCRIPTORS- *Behavior Disorders; *Computer Assisted Instruction; Elementary Secondary Education; Emotional Problems; *Inclusive Schools; *Instructional Design; Learning Disabilities; Lesson Plans; *Special Education; *Special Needs Students; Teacher Education

Teacher preparation programs have recognized their obligation to provide solutions for the dilemmas their teachers face once in the inclusive educational environment. The changing demands required by both general and special education teachers at the K-12 level are being addressed. One of these solutions is to provide access to technological innovations that help teachers meet the needs of a diverse population, complete the job quickly and efficiently, and have the ability to integrate bets practices into the interface design and lesson content. The study described in this paper was designed to contribute to the field's knowledge of the use of technology to support modifications for students with learning disabilities (LD) and behavioral and/or emotional disorders (EBD) in the general education curriculum. The process and outcomes of 30 teachers in a Special Education Master degree program using a template design system to modify lessons for LD and EBD students in a general curricular subject of science or language art was examined for efficiency, effectiveness, and appeal. Each teacher was instructed in the use of a Web-editing program (Microsoft Front Page) and Teaching-Not-Teaching (T-N-T), a Web-based lesson template. Results indicated the use of a Web-based lesson template increased the potential for special education teachers to effectively support the inclusion of students with LD and/or EBD in the general education curriculum. (Contains 18 references and 6 tables.) (AEF)

ED 455 803 IR 020 759

Yu, Chong Ho; Jannasch-Pennell, Angel; DiGangi, Samuel A.; Wijesuriya, Ruvi
Collaborative Design and Implementation of a Large University's Web-Based Course.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712. Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Botany; *Computer Assisted Instruction; Computer Software Development; *Cooperative Planning; Courseware; Curriculum Design; Distance Education; Higher Education; *Instructional Design; Multimedia Materials; *World Wide Web
IDENTIFIERS- *Web Based Instruction

This paper discusses how a university designed, developed, and delivered a feature-rich Web-based course for undergraduate plant biology. In the design stage, the focus centered around curriculum design, content development, and media acquisition. Instructors, including faculty and graduate assistants of plant biology, served as content experts, and based on input from the content experts, the design team identified three media for serving different purposes: MacroMedia Flash, Director Shockwave, and QuickTime. In the development stage, a positive feedback loop was established among the faculty, instructional designers, and multimedia developers. Since the Web content

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Networks; Computer Uses in Education; *Educational Resources; Foreign Countries; Higher Education; *Information Centers; Information Networks; Information Services; *Inservice Teacher Education; *Instructional Materials; *Learning Resources Centers
IDENTIFIERS- Portugal

Virtual resources centers have been considered a pedagogical tool since the increasing development of electronic means allowed for the storage of huge amounts of information and its easy retrieval. Bearing in mind the need for enhancing the appearance of those centers, a discipline of "Management of Resources Centers" was included in a specialized diploma course run at the University of Minho (Portugal) for in-service primary teachers. As a final work for that course, one of the authors (A. Silva) developed a virtual resources center about Ponte de Lima, which can be easily accessed through the Web site that was created http://www.pontedelima.com. The center has not merely educational purposes; it also has in mind simple local information useful for tourism or to get native people who are living outside, in touch with their country. This paper describes the way the site was conceived and how its main areas developed. Some statements of users on how they benefited from this tool are also provided. (Contains 22 references.) (Author/AEF)

ED 455 821 IR 020 777

Stepich, Donald A.; Ertmer, Peggy A.; Lane, Molly M.
Problem-Solving in a Case-Based Course: Strategies for Facilitating Coached Expertise.
SPONS. AGENCY- Northeastern Illinois Univ., Chicago.
PUB DATE- 00
NOTE- 16p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Critical Thinking; Higher Education; *Instructional Design; *Learning Strategies; *Problem Based Learning; *Problem Solving; Skill Analysis; Skill Development; Teaching Methods

This paper proposes the use of specific coaching strategies to facilitate students' use of expert-like problem-solving strategies while analyzing and solving instructional design case studies. Findings from an exploratory study, designed to examine changes in students' problem-solving skills as they analyzed case studies, suggested that students could show expert characteristics at times, under some circumstances, but did not perform like experts on a regular basis. Thirty-seven students at two Midwestern universities analyzed six to ten case studies as part of their course assignments. Both quantitative and qualitative data were collected; students' written case analyses (initial conceptualizations and recommended solutions) served as the primary data source. Comparisons were made both within- and across-students, as well intellectual property, including publishing and recording industry fights against copyright infringement and for stricter copyright law. The third section states that nobody else is doing instruction about copyright, and it is natural that libraries should take the lead in this area. (MES)

ED 455 841 IR 058 178

Siess, Judith A.
The OPL Sourcebook: A Guide for Solo and Small Libraries.
PUB DATE- 01
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Information Services; Information Technology; Libraries; *Library Administration; Library Collection Development; Library Development; Library Education; *Library Funding; Library Planning
IDENTIFIERS- *One Person Libraries; *Small Libraries

Taking an international approach to reflect the growing number of one-person libraries (OPLs) worldwide, this handbook and directory for OPLs covers organizational culture, customer service, time management and planning, budgeting, accounting, technology, collection development, education, downsizing, outsourcing, and many other key management issues. The book shares useful tips, techniques, and case studies, discusses knowledge management strategies for OPLs, and offers practical advice geared to help OPLs survive and thrive in an increasingly digitized-and downsized-future. Chapters include: "What Is an OPL?"; "An International View"; "General Concepts"; "Time Management, Planning, and Prioritization"; "Working with Others"; "Along the Information Superhighway: The OPL and Technology"; "Other Issues: Education, Downsizing and Outsourcing, and Knowledge Management"; "The Future of One-Person Librarianship"; "Organizations"; "Books and Journals"; "Vendors and Suppliers"; and "Discussion Lists and World Wide Web Sites." Includes an index. (Contains 139 references.) (AEF)

ED 455 842 IR 058 179

Shuman, Bruce A.
Issues for Libraries and Information Science in the Internet Age.
PUB DATE- 01
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Computers; Copyrights; Futures (of Society); Information Science; Information Technology; *Internet; Librarians; Libraries; Online Catalogs; Online Searching; Online Systems; Privacy

The immense changes wrought by the Internet pose many questions and dilemmas for today's librarians. The author's take on the Internet is one of an ever-evolving beast. The six chapters of this book take the reader from mastering the nature of the beast--including a discussion of online searching pitfalls and other more general hazards--to the intricacies of Internet

Foreign Countries; Government School Relationship; Informal Education; Needs Assessment; *Nonformal Education; Nongovernmental Organizations; Policy Formation; Poverty; Program Costs; Sex Differences; Socioeconomic Status; *Student Characteristics; Tables (Data); *Teacher Characteristics; Teacher S *Kenya
IDENTIFIERS- *Kenya

Nonformal education (NFE) in urban Kenya was examined in a study that focused on Kisumu, Mombasa, and Nairobi. Data were collected from the following sources: a literature review; investigations of 88 nonformal, informal, and community schools and centers in the three cities; and interviews with 14 key persons involved in delivery of NFE. The following were among the key findings: (1) the concept of NFE was not well understood by those who offered it; (2) most schools/centers were temporary and makeshift shelters; (3) low fees were the greatest attraction of NFE schools; (4) most learners were poor, and many were former street children, homeless children, and child labor victims; (5) dropout rates were high, especially for females; (6) curricula were diverse and responded to learners' needs; and (7) NFE schools/centers received different types of support from government and nongovernmental organizations. Ten recommendations for improving delivery of NFE in urban Kenya were presented. (Nineteen tables/figures are included. The following items are appended: data on enrollment in NFE in Nairobi; a list of NFE schools and centers studied; a list of key persons interviewed; and a chronology of research on NFE in Kenya in 1994-2000. The bibliography contains 29 references.) (MN)

ED 455 364   CE 081 899

Shefrin, Carol; Shafer, Dehra; Forlizzi, Lori
Assessment Tools for Adult Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Students; Basic Skills; Certification; *Comparative Testing; Inservice Education; Learning Modules; *Literacy Education; Measurement Techniques; *Measures (Individuals); Pilot Projects; Program Development; Program Effectiveness; State Agencies; Statewide Planning; *Student Evaluation; Systems Approach; Technical Assistance; Test Use; Testing; Trainers
IDENTIFIERS- *Comprehensive Adult Student Assessment System; *Pennsylvania; Train the Trainer; Wonderlic Basic Skills Test; Woodcock Johnson Tests of Achievement Revised; Woodcock Reading Mastery Test Revised; 223 Project

The Assessment Tools for Adult Education project was designed to provide training and support to staff of the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE) funded programs to help them use assessment tools and procedures to document the learning gains of the adult students they serve. The following candidate assessment instruments for reporting learning gains were pilot tested: (1) the Woodcock-Johnson Revised Tests of Achievement and the Woodcock Reading Mastery Tests-Revised; (2) the Wonderlic Basic Skills Test; and (3) the Comprehensive Adult Student Assessment System (CASAS). All areas: developing knowledge and expertise--encompassing the themes and content within the four priority themes; and serving customers, partners, and policymakers, and fostering research cooperation. In the area of developing knowledge and expertise, a reporting system on lifelong learning was developed; final editing work was completed on key qualifications; a conference on the identification, assessment, and recognition of non-formal learning was conducted; efforts to improve transparency of qualifications were made; and a mechanism to promote mobility was created. In the area of serving its audience, work was completed on reporting on developments in vocational education and training in the European Union (EU); key data on vocational training in the EU were reported; the first report on vocational training policy for the EU was published; an electronic library and information service was improved, and additional research and information exchange was conducted. (Four appendixes include a list of CEDEFOP publications for 2000; human resources of CEDEFOP; staff and financial allocations for 2000; and management board members.) (KC)

ED 455 380   CE 081 992

Demetrion, George
Reflecting on Culture Wars in Adult Literacy Education: Exploring
  Critical Issues in "Contested Ground."
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- r 2000; and management board members.) (KC)
  references.) (KC)
  "Iss,Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Administrator Attitudes; Adult
  Basic Education; *Adult Literacy; Adult Students; Book Reviews;
  Education Work Relationship; Educational Needs; Educational
  Philosophy; *Educational Policy; Educational Practices;
  Educational Theories; Functional Literacy; Government Role;
  *Literacy Education; Performance; Policy Formation; *Politics
  of Education; Program Evaluation; *Student Evaluation; Teaching
  Methods

"Contested Ground: Performance Accountability in Adult Basic Education" (ABE) is one of the most important books on adult literacy policy at the turn of the century. In it, Juliet Merrifield examines the critical issues of policy, practice, and theory with which the field is currently consumed. She and her colleagues maintain that the concept of "functional literacy" should be laid to rest. Educators should work to credit literacy skills to students and work to extend this knowledge and skill, based on the needs, desires, and interests of the adults, rather than dwelling on measuring how "functional" a learner is or needs to become. Merrifield reinforces Tom Sticht's phrase, "from the margins to the mainstream," to call for consensus and inclusiveness upon which to move the field. Merrifield's overall focus is the centrality of "performance accountability" through which ABE must demonstrate its success in terms of student and society outcomes, although her more fundamental topic is the conflicting perspectives that shape the politics and pedagogy of adult literacy education. Finally, Merrifield argues that it is necessary to struggle with critical issues of power, control, and direction that are steeped in conflict and not amenable to simple solutions. This requires dialog, research, action, and sharp values clarification in order to begin to move adult literacy to the mainstream of American public and materials produced by schools and colleges are presented throughout the publication. The following items are appended: (1) an introduction to the Centre for Education and Industry, University of Warwick; (2) a work experience framework for tutors; (3) a sample student activity; and (4) a framework for excellence in work-related learning. (MN)

ED 455 397   CE 082 023

Frankland, Gillian; Ebrahim, Nazir
Taking Part One GNVQ Forward.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 01
NOTE- 53p.; Part of the Vocational Learning Support Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; Articulation (Education); Case Studies; Classroom Techniques; Cognitive Style; Community Colleges; *Curriculum Development; Definitions; *Delivery Systems; Educational Practices; Educational Trends; Employment Qualifications; Experiential Learning; Foreign Countries; Guidelines; Instructional Development; *Integrated Curriculum; Learning Strategies; Postsecondary Education; Secondary Education; *Student Certification; Student Evaluation; Systems Approach; Teaching Methods; Technical Institutes; Test Coaching; Trend Analysis; Two Year Colleges; *Vocational Education; Work Experience Programs
IDENTIFIERS- *General National Vocational Qualif (England); *United Kingdom

This document is intended to assist practitioners involved in the delivery of Part One General National Vocational Qualifications (GNVQs), which are GNVQs designed for students in the United Kingdom who are at Key Stage 4 and the post-16 level. Section 1 examines the following topics of interest to centers that are contemplating introducing Part One GNVQs into their curriculum: the characteristics of the Part One GNVQs qualification; the distinctive learning style encouraged by Part One GNVQs; and things to consider when adding Part One GNVQs to the curriculum. Section 2, which is designed to assist teachers in devising their teaching and learning programs, provides in-depth information on the following items: deciding which unit to deliver first; establishing links between foundation and intermediate units; building in work-related learning opportunities; encouraging active learning styles; assessing students; preparing students for tests; using moderation; and considering progression opportunities available to students. Section 3 features case studies of five institutions that are delivering Part One GNVQs at Key Stage 4 and three institutions that are delivering Part One GNVQs at the post-16 level. Topics discussed in the case studies include the rationale for implementing the course, marketing, planning delivery, teaching and learning strategies, and progression. Fourteen figures/tables are included. (MN)

ED 455 398   CE 082 024

Oliveira, Teresa; Frazao, Lourenco; Paleocrasses, Stamatis
School-Work Transition and New Job Skills: An European Comparative Study.

Lessons We Can Learn from Other Countries. IAB Labour Market Research Topics No. 44.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Comparative Analysis; Developed Nations; *Economic Development; Education Work Relationship; *Employment; *Employment Level; Employment Opportunities; *Employment Patterns; Employment Problems; Employment Programs; *Employment Statistics; Entry Workers; Foreign Countries; Futures (of Society); Graphs; Job Training; Public Policy; Structural Unemployment; Tables (Data); Unemployment; Unemployment Insurance
IDENTIFIERS- *European Union; Japan; United States

This document contains three papers from an international conference on "ways and means for more employment." The first paper, "Employment Policy Comparisons and Policy Advice" (Ulrich Walwei), covers the German labor market in the second half of the 1990s and requirements for longer-term employment success through coping with structural change and addressing employment possibilities for less competitive, low-skilled workers. The second paper, "Employment Policy Successes with Different Framework Conditions and Concepts" (Heinz Werner), considers the following questions: Are there constant "model countries"? Is a high level of employment necessary? What is meant by successful employment policy? What conclusion can be drawn from international experiences? What are the consequences of different wage-replacement benefits in the event of unemployment? The final paper, "Figures and Graphs on the Labor Market Development in Selected Countries" (Ingeborg Konig), contains graphs and charts focusing on the following:(1) unemployment rates in selected industrial countries, 1983-1999; (2) employment trends in selected industrial countries, 1983-1999; (3) employment rates in European Union (EU) states, the United States, and Japan in 1999; (4) gross domestic product and persons in civilian employment, 1983-1999; (5) growth rates of gross domestic product and civilian labor force in Denmark, Germany, France, Great Britain, Netherlands, and the United States, 1983-1999; (6) economic growth, employment growth, and change in unemployment in the European Union states, the United States, and Japan, 1991-1995; and (7) economic growth, employment trends, and unemployment rate in each of the European Union states, the United States, and Japan, 1986-2002. (KC)

ED 455 415 CE 082 056

Descy, Pascaline; Tessaring, Manfred
Training and Learning for Competence: Second Report on Vocational Training Research in Europe. Executive Summary. CEDEFOP Reference Series.
PUB DATE- 01
NOTE- 52p.; For the related full report, see CE 082 008.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Competency Based Education; Developed Nations; *Education Work Relationship; Educational Finance; Educational Needs; Educational Research; Employment Patterns; *Employment Qualifications; Entrepreneurship; Equal Opportunities (Jobs); Foreign Countries; Futures (of Society);

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Agency Cooperation; Case Studies; Cooperation; Cooperative Programs; *Coordination; *Delivery Systems; Economic Climate; Education Work Relationship; Educational Opportunities; Educational Practices; Employment Opportunities; Employment Practices; *Employment Services; Influences; Integrated Services; Job Training; *Labor Force Development; Models; National Surveys; Predictor Variables; Rural Areas; School Community Programs; State Programs; Systems Approach; Urban Areas; *Welfare Agencies; Welfare Services
IDENTIFIERS- Job Training Partnership Act 1982; Missouri; Ohio; Oregon; Pennsylvania; Rhode Island; South Carolina; Temporary Assistance for Needy Families; *Welfare to Work Programs

The extent of coordination and integration of welfare and work force development systems was examined in a study that involved site visits to 12 localities in 6 states. The following factors were found to promote coordination: a previous history of coordination; a strong local economy and low unemployment; access to technology; greater financial resources; and state initiatives. Barriers to coordination identified were programmatic (differing program goals, concepts of coordination, and performance standards and declining welfare caseloads); logistical (geographical issues, long-term leases and space limitations, confidentiality, incompatible client forms, union rules and civil service regulations); and managerial ("turf" barriers, system complexity, time commitments). The following were among the key lessons learned: (1) past relationships are important; (2) coordination efforts must generally overcome barriers; (3) coordination can occur under a variety of organizational approaches; (4) service systems must fit local conditions; (5) coordination can benefit hard-to-serve clients; (6) coordination is a process rather than an event; and (7) integration is a means rather than an end. (The bibliography contains 16 references. The following items are appended: a literature review; information about the study methodology and site selection; and a summary of agencies providing work-related services.) (MN)

ED 455 432 CE 082 094

A Vision of E-Learning for America's Workforce: Report of the Commission on Technology and Adult Learning.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Computers; Access to Education; Adult Education; *Adult Learning; Certification; Change Strategies; *Computer Uses in Education; Cooperative Planning; Definitions; Delivery Systems; Distance Education; Economic Factors; Economic Impact; *Education Work Relationship; Educational Change; Educational Cooperation; Educational Needs; Educational Quality; *Educational Technology; Educational Trends; Employer Attitudes; *Equal Education; *Futures (of Society); Lifelong Learning; Needs Assessment; Online Courses; Partnerships in Education; Performance Based Assessment; Position Papers; Postsecondary Education; Private Sector; Program Development; Program Evaluation; Public Sector; School Bu American Society for Training and Development;
IDENTIFIERS- American Society for Training and Development; Task Force Approach; *Technology Based Instruction

mentor-mentee calendar event letter; job shadowing appointment form; sample invitational letter for job forum panelists; and student and mentor surveys. (MN)

ED 455 449 CE 082 131

Scheduling Guide for Career Academies.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Block Scheduling; *Career Academies; *Career Education; Case Studies; Cooperative Planning; *Coordination; Course Selection (Students); Definitions; Educational Administration; Educational Cooperation; Guidelines; High Schools; Records (Forms); *Scheduling; *School Schedules; *Time Factors (Learning); Time Management
IDENTIFIERS- *Computer Assisted Guidance; *O Net

This document is intended to assist all individuals responsible for scheduling activities related to implementation of a career academy. The first section examines the importance of scheduling in forging the close ties among academy teachers and students that are critical to achieving a meaningful school-within-a-school program. The following steps in establishing a master schedule are detailed: (1) determine the classes to be included in the academy; (2) determine who will teach what classes; (3) build in a common preparation period; (4) allow for restrictions and conflicts; (5) chart the classes and teachers; and (6) fit the academy master schedule into the high school master schedule. Next, the following steps in the process of scheduling academy students are explained: (1) select new students; (2) complete student schedules; (3) allow for individual conflicts; and (4) work with high school counselors and the master scheduler. Three different approaches to dealing with block schedules and multiple academies are described. The document concludes with case studies of schools using the following types of program schedules: (1) a multiple academy with a block schedule in a traditional high school schedule; (2) an academy intercession within a traditional two-semester schedule; and (3) an academy block schedule within a traditional seven-period schedule. (MN)

ED 455 450 CE 082 138

O*NET TM Career Exploration Tools. Version 3.0.
PUB DATE- 00
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; Career Development; *Career Education; *Career Exploration; Career Guidance; Career Information Systems; Classification; Computer Uses in Education; Decision Making; Definitions; Guidelines; Interest Inventories; Measurement Techniques; Occupational Aspiration;

of using the CDS in developing STW programs. (Contains 2 tables and 29 references.) (JDM)

ED 455 468 CG 031 061

O'Hanlon, Anne; Kosky, Robert; Martin, Graham; Dundas, Pauline; Davis, Cathy
Model Projects for Early Intervention in the Mental Health of Young People: Reorientation of Services.
PUB DATE- 00
NOTE- 111p.; A project of AusEinet.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; *Community Health Services; *Delivery Systems; Early Intervention; Foreign Countries; *Mental Health; Mental Health Workers; Models; *National Programs; Prevention; Program Development
IDENTIFIERS- Australia

The Australian Early Intervention Network for Mental Health in Young People (AusEinet) was established to coordinate a national approach to early intervention for mental health in young people. The approach has three streams: (1) development and maintenance of a national early intervention network for mental health in young people; (2) identification and promotion of good practices in early intervention; and (3) the reorientation of service delivery towards early intervention. This publication focuses on the reorientation stream of the project by presenting some practical models for the reorientation of service delivery to early intervention. It offers a guide to administrators and health professionals considering reorienting their own services to early intervention. Chapter 1 describes the reorientation strategies developed in each of the projects and attempts to show how reorientation was achieved in different types of agencies. Chapter 2 discusses the need for early intervention and presents an overview of the groups and individuals for whom early intervention may be most beneficial. Chapter 3 focuses on reorientation services. Chapters 4 through 12 present the model projects. Chapter 13 reviews the projects to point out commonalties and differences and considers strategies used to achieve either immediate gains or long term change. (Contains 44 references.) (JDM)

ED 455 469 CG 031 062

Davis, Cathy; Martin, Graham; Kosky, Robert; O'Hanlon, Anne
Early Intervention in the Mental Health of Young People: A Literature Review.
PUB DATE- 00
NOTE- 127p.; A project of AusEinet.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Community Health Services; *Delivery Systems; Early Intervention; Foreign Countries; *Literature Reviews; *Mental Health; *Mental Health Workers; National Programs; Networks; Prevention; Program Development
IDENTIFIERS- Australia

This literature review was undertaken as part of the National Mental Health Strategy on the development and maintenance of a national early intervention network for mental health in young

ED 455 491   CS 014 383

Ediger, Marlow
Reading Instruction and the Kindergarten Student.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Kindergarten; *Kindergarten Children; *Learning Readiness; Primary Education; *Reading Achievement; *Reading Instruction; Teacher Role
IDENTIFIERS- Learning Environment

Kindergarten stresses the readiness factor for learning. This paper first lists 10 things which kindergarten students have experienced in developing readiness for first grade. The paper then discusses 10 things that teachers can do to approach teaching reading in the kindergarten classroom. Finally, it considers additional assistance to aid kindergarten reading achievement and suggests that "ambitious" goals which are unrealistic need to be avoided in teaching reading. The paper concludes that liking and loving reading are salient factors in guiding optimal reading achievement. (NKA)

ED 455 492   CS 014 412

Ediger, Marlow
Reading in the Middle School.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Middle Schools; *Reading Achievement; *Reading Comprehension; *Reading Instruction; Student Needs; Teacher Role; *Word Recognition
IDENTIFIERS- Response to Literature

The middle school reading/literature instructor needs to determine where each student is in reading achievement and then assist each to achieve as optimally as possible. What might the teacher do to assist students to become good middle school readers? A major problem of middle schoolers is to be able to recognize a certain percent of words correctly for adequate comprehension to take place. Some of the ways to assist students in word recognition are: (1) use of context clues; (2) phonics; (3) picture clues; and (4) syllabication skills. Teachers should identify possible unknown words for students to master prior to their reading a selection. After students have read the selection silently, they need to discuss the contents with teacher guidance to rehearse content read as well as answer previously identified questions. Students should: understand what has been read; use what has been acquired within a new situation; analyze content read; integrate subject matter achieved; and assess the worth of subject matter read. Narrative literature may be divided into component parts such as students attaching meaning to: the setting of the story; characterization; the plot; the theme; point of view; and irony. Student achievement can be assessed in the reading of each library book in one of several ways, and the quality of the evaluation may be assessed on a 5-point scale with the use or were reading for themselves, would increase their reading level. In this study, a third grade class composed of 21 students was divided into 2 groups, each alternating as the control and experimental groups for 3 weeks, resulting in a total of 6 weeks for the study. At the 3-week interval, both the control and experimental groups were tested for their frustrating reading level using an Informal Reading Inventory (IRI) published by the Houghton Mifflin Company. This test was repeated at the end of the 6 weeks. The data collected were used to compare the control and experimental groups to see if the additional reading helped to increase the students' reading levels. The use of audiobooks in the classroom as a complementary reading program did not show any significant difference in the students' reading levels during this study. This is a program that could be a permanent addition to the classroom used all year long. This research study was conducted for a 6-week period and the students had access to the materials for only 3 weeks. The materials provided for the experiment were available to the students only within the confines of the classroom; therefore, it limited their access to the materials to the free time allowed them in the classroom. This could have affected the results of the study. (Contains 31 references and a table of data. Appendixes contain permission letters and recommended book lists.) (Author/RS)

ED 455 512   CS 014 459

Serafini, Frank
The Reading Workshop: Creating Space for Readers.
PUB DATE- 01
NOTE- 150p.; Foreword by Georgia Heard.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Elementary Education; *Reading Instruction; Student Motivation; *Teacher Role
IDENTIFIERS- *Reading Workshops

With so many different approaches to teaching reading, how can a teacher make sense of the best paths available? This book, by describing its author/educator's day-to-day schedule and giving an overview of how the workshop operates over time, provides a flexible framework a teacher can adapt and implement to suit his or her needs. And by bringing his love of literature to bear on his instructional ideas, the book's author/educator shows how a teacher can help students learn to read so they "want" to. The book explains how various practices--literature circles, read alouds, shared reading, and strategy groups--can be incorporated into teaching and how "preplanned engagements" can blend seamlessly with "response-centered" instruction. Suggestions for setting up a classroom library and museum, selecting multicultural literature and cornerstone books, starting the literature study cycle, and creating "shoebox autobiographies," "invested student discussions," and other student projects are accompanied in the book by helpful charts, diagrams, and visuals to help teachers get started and keep students involved. Throughout the book, examples from the author/educator's classroom experiences offer visual testaments to the effectiveness of his workshop approach, even for the most reluctant readers. (Contains 28 professional references.) (NKA)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Writing; Comparative Analysis; Cross Cultural Studies; Foreign Countries; *Grade 3; *Language Usage; Primary Education; Process Approach (Writing); Writing Research
IDENTIFIERS- California; Crosslinguistic Influence; Mexico; *Story Writing; Writing Prompts; Writing Style

A study examined what a third grader might understand about composing a common genre like the narrative, given the degree of variance among approaches and experience. Data were collected from different school sites over a period of several years. These sites shared common geographical areas: three schools were located in the Sonoran desert shared by Arizona, California, and Baja California, Mexico; and two schools were located in the higher plateaus of New Mexico and Sonora, Mexico. Data include rural and urban populations, two languages, and various representative populations. Data represent samples from two different approaches to schooling--those used in the United States and those used in Mexico. Each group used a process approach for creating their stories, and each group used the same prompts--students were allowed to choose from one of four line drawings. The stylistic characteristics of both Mexican and Mexican American students from El Centro, California, are generally associated with written uses, whereas those of the Quechan and Dine are generally associated with conversational uses. The variation among the groups suggests some reevaluation of assumptions behind curriculums and teaching approaches. While the Mexican-American students had developed composition along with reading, their Mexican counterparts had not. Yet, generally these three groups used language appropriate to written narratives. This may reflect the overall emphasis on literacy itself. Mexico prides itself on a high rate of literacy. (Contains 2 tables, and several writing samples.) (NKA)

ED 455 531 CS 217 653

Onofrey, Karen A.; Knudson, Ruth E.
A Decade of Literacy Research in the "Journal of Research and Development in Education": An Annotated Bibliography.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Higher Education; *Literacy; *Reading Research; *Theory Practice Relationship; *Writing Research

This annotated bibliography of literacy research published from 1990 to 1998 in the "Journal of Research and Development in Education" is divided into different literacy categories for the ease of the reader. The categories in the bibliography are: Assessment (4 citations); Belief Systems (8 citations); Genres (13 citations); Literacy Mediums (9 citations); Reading (13 citations); Specific Populations (17 citations); and Writing (12 citations). (NKA)

ED 455 532 CS 217 654

Martin, Rodney
How Teachers Can Use Grammar To Help Young Writers.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Joint National Conference of

exercises are framed as participatory activities to stimulate awareness of basic Readers Theater principles of classroom performance, and are intended to promote a classroom atmosphere of relaxed inquiry and "risk-free" role-playing. Exercises presented in the paper are entitled: "Vocal" Special Effects; X-Files: Three Characters in Search of an Alien Author; and You Are There. (NKA)

ED 455 551 CS 510 602

Reppert, James E.
Advancements in Curricular Design: Web-Assisted Courseware Applications in Mass Communication.
PUB DATE- 01
NOTE- 60p.; Paper presented at the combined Annual Meeting of the Kentucky Communication Association and the Tennessee Communication Association (Gilbertsville, KY, September 14-15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; Course Descriptions; *Courseware; *Curriculum Design; Higher Education; Instructional Effectiveness; Instructional Innovation; *Mass Media; Television Curriculum; *World Wide Web
IDENTIFIERS- Course Development; Interactive Courseware; *Media Education; Southern Arkansas University; Technology Integration; *Web Based Instruction

Interactive courseware applications are becoming more prevalent as instructional tools in the communication classroom. Prometheus, developed by George Washington University, allows instructors to post syllabi, course outlines, lecture notes, and tests online, in addition to giving students access to discussions and chat sessions. Other popular courseware applications are Blackboard and Web CR. How can each be used to improve instruction and student comprehension of course material? This paper discusses one broadcast journalism professor's experiences with Web courseware during the 2000/2001 academic year. The paper notes that the professor's school, Southern Arkansas University (SAU), has a limited selection of specific Internet courses, and that its faculty use Prometheus software to construct Web-based syllabi that can only be accessed at the University Internet site through "Campus Pipeline." It states that the professor wanted to make his syllabi as detailed as possible, and also wanted to add unique items not available on most SAU syllabi, including current prices for new and used textbooks at the University's bookstore. According to the paper, using Prometheus allowed the author to create a syllabus template for future courses, although creating the template proved to be extremely challenging. Five spring 2000 broadcast journalism course syllabi constructed by the author on Prometheus comprise the majority of the paper. (RS)

ED 455 552 CS 510 603

Reppert, James E.
Improving Communication Textbooks through Rigorous Processes of Revision and Review.
PUB DATE- 01
NOTE- 20p.; Paper presented at the combined Annual Meeting of the Kentucky Communication Association and the Tennessee

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (53rd, Jackson Hole, WY, August 11, 1999.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; *Community Action; Community Involvement; Educational Change; *Educational Objectives; Elementary Secondary Education; Evaluation; *Parent Participation; *Parent School Relationship; Performance Factors; Public Schools

This paper provides an overview of national and state efforts to address school-performance scores as a means of monitoring local school productivity for the 21st century. School-accountability report cards were introduced in the early 1990s to provide parents and others with interesting and useful information about schools. However, many of these report cards appeared to provide little comparative information about one school's achievement over another. As a result of this deficiency, the late 1990s brought a refinement in the report-card process. State legislatures and departments of public education began to design and mandate additional qualifying instruments to measure and compare the effectiveness of local schools. Thus, local school performance scores (SPS) have been instituted in many states as a process to compare the progress of schools toward predetermined benchmarks of effectiveness over time. A number of states have also attached rewards or sanctions to the progress of local schools toward their growth goals. Some states even rank and compare each school's SPS to those of others within the state. (Contains 10 references.) (DFR)

ED 455 572 EA 031 106

Boyd, Gerald W.
Seeking Safer Schools: An Educator's Guide to Promoting School Safety.
PUB DATE- 00
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Catholic Schools; Educational Environment; Elementary Secondary Education; *Prevention; School Law; *School Safety; *School Security; Strategic Planning

This book examines some of the causes of violence in schools. It discusses school violence over the past 30 years and tracks the most common directions student violence takes. The text emphasizes the importance of partnerships in reducing violence--with students, parents, God, the community, and law enforcement--and looks at ways to improve these relationships. It describes how educators may improve campus safety by calling on people, technology, planning, training, and the law. It also emphasizes that the economic costs involved in enhancing student safety need not be excessive; through the careful use of people, technology, facilities, the law, training, and practice, schools can significantly heighten their students' safety. However, since the unthinkable sometimes happens in the best schools, ways that educators should react to an armed assault are likewise discussed, along with an outline of tactics that occurring and actual exposure to violence in four prevalent areas. Students reporting more exposure to violence at school also reported greater exposure outside of school, and exposure was related to higher concern. Being bullied, both at school and elsewhere, and having property stolen at school were most influential in predicting student concern about violence. The findings identify areas contributing to student concern while supporting an ecological approach to addressing adolescent concern about violence. They provide potentially useful insights for educators about perceptions of school safety among middle-class, suburban, early adolescents. Given the results, further study that might support generalization of these findings across multiple environmental settings appears warranted. Three tables at the end of the paper contain study survey statistics (means, standard deviations, bivariate correlations, and multiple regression results of responses). (Contains 16 references.) (RT)

ED 455 592 EA 031 151

Whitehead, Jack; Delong, Jackie
Knowledge-Creation in Educational Leadership and Administration through Practitioner Research.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Cognitive Structures; Elementary Secondary Education; Higher Education; Leadership; Self Concept; *Self Evaluation (Individuals); Standards

This paper explains how practitioner researchers can contribute to the knowledge-base of education leadership and administration using the basic self-inquiries "What do we know?" and "How do we know it?" Jackie Delong researched her practice as a school superintendent, and Jack Whitehead researched his as a professional educator in the University of Bath. In their knowledge-creation, they focused on the nature of the living standards of practice and judgment they used to test the validity of their claims to know their educative influence. Such standards are a fundamental part of the creation of their knowledge-base of educational leadership, which can be related directly to the educational practices of superintendents and other educational administrators. Criteria for success in educational leadership include, for Jack Whitehead, the reconstruction of educational theory and educative influence in the learning of other students of education, and for Jackie Delong, her capacity to live her life according to her values, which are her standards of practice and judgment. An appendix contains the proposal both authors successfully submitted to the AERA in August 2000. (Contains 42 references.) (RT)

ED 455 593 EA 031 153

Charter Starters Training Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 175p.; For others in the Charter Starter series, see ED 447

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Accountability; Court Litigation; *Educational Planning; Educational Testing; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal State Relationship; *Performance Tests; Rewards; Sanctions; *School Choice; *State Legislation; Statistical Data; Tax Credits; Tax Deductions
IDENTIFIERS- *Presidential Initiatives

As a follow-up to an earlier ECS report on the extent to which states were prepared to implement President Bush's education plan, this report provides an in-depth examination of three major Bush plan initiatives: assessing student performance, motivating and assessing low-performing schools, and providing school-choice options. The report begins with a brief summary of the history of the federal role in education, federal funding of education, and issues surrounding the Bush proposal to tie federal funding to research evidence. The chapter on assessing student performance examines the pros and cons of annual testing, classroom time spent on testing, and the cost and types of tests. The chapter also includes sections on public attitudes about testing, adjustments in state assessment programs, and an examination of states providing disaggregated testing data (for example, race/ethnicity, gender). The chapter on motivating and assisting low-performing schools examines the pros and cons of the state use of sanctions, rewards, and support structure. The final chapter discusses Bush's proposal to allow parents to deduct up to $5,000 for education-related expenses, including expenses of sending their children to private or parochial schools. The report also reviews the provisions of and legal challenges to education tax-credit and tax-deduction programs in Arizona, Illinois, Iowa, Minnesota, and Puerto Rico. (PKP)

ED 455 612 EA 031 214

Davis, Elizabeth I.; Jenny, Nicholas W.
Weakest State Tax Revenue Growth in Over Seven Years. State Revenue Report Number 43.
PUB DATE- 01
NOTE- 22p.; The State Revenue Report is a quarterly analysis of trends in state tax revenue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Impact; *State Government; State Legislation; Statistical Data; Tax Deductions; Tax Rates; *Taxes
IDENTIFIERS- *Revenue Shortfall

This report is based on information collected from state revenue departments, budget offices, and legislative staff on tax revenue during the 3-month period from October to December 2000 compared with the same period in 1999. Comparing tax revenue between the two periods produced the following results: the slowest growth in 7 years (4 percent), a moderate growth in personal income tax revenue (5.7 percent), and the slowest growth in sales tax revenue in over 9 years (4.1 percent); state tax revenues were not the same among regions of the country; e.g., the Great Lakes had a fourth-quarter change of tax revenue, 1999-2000, of only 0.6 percent, whereas tax revenue in the Far West grew 9.0 percent; other regions experiencing slower growth (2.0-2.7 percent) were New England, Mid-Atlantic, Plains, and the Southeast; and the Southwest and Rocky Mountain regions showed tax revenue growth of 8.0 and 7.4 percent, respectively. The report suggests three major reasons

The Individuals with Disabilities Education Act and the Nature of American Politics: A Handbook on Public Policy.
PUB DATE- 01
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Attitude Change; Attitudes toward Disabilities; Civil Rights Legislation; *Disabilities; *Educational History; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Inclusive Schools; *Negotiation Impasses; *Policy Formation; Special Education
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997

This handbook is designed to serve as a report on negotiations that took place during the 104th and 105th Congresses that lead to the passage of the Individuals with Disabilities Education Act (IDEA) amendments of 1997. In addition, the events and changes in the cultural climate during the 106th Congress and its impact on IDEA is also discussed, along with the likely impact of the 107th Congress and the George W. Bush administration. Specific chapters of the handbook address: (1) the nature of American politics; (2) judicial and legislative beginnings; (3) special education before the 88th Congress; (4) opposition from President Nixon; (5) the guarantee of FAPE (free appropriate public education); (6) the establishment of the U.S. Department of Education; (7) the politics of educational inclusion; (8) the impact of family experiences on public policy and the influence of congressional staff; (9) the results/accountability initiative; (10) the HOPPE group and final mark-up; (11) Republican congressional opposition to proposed regulations; and (12) the increase in students with disabilities. The book concludes that many of the same issues that were present when IDEA was passed in 1975 still exist. (Contains 48 references.) (CR)

ED 455 634 EC 308 522

Smith, Sally L.
School Failures, Adult Successes: The Negative Behaviors of Children with Severe Learning Disabilities That Often Turn into Positive Attributes in Adulthood.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Development; *Attention Deficit Disorders; *Behavior Modification; Elementary Secondary Education; *Learning Disabilities; *Parent Attitudes; Personality Traits; *Student Characteristics; Success; *Teacher Attitudes

The founder of the Lab School of Washington, a day school of 300 students for youngsters with severe learning disabilities discusses how negative behaviors of children with learning disabilities frequently turn into positive attitudes in adulthood. Examples of successful students are provided and lessons learned from working with such students are discussed, including: (1) parents and teachers should tune into the interests and talents of the child with learning disabilities and foster them in every way possible; (2) they should evaluate

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Cognitive Ability; Cognitive Development; *Cognitive Measurement; *Cognitive Tests; *Disabilities; Elementary Secondary Education; Expressive Language; *Gifted; Intellectual Development; Intelligence; Intelligence Quotient; *Intelligence Tests; Minority Group Children; Receptive Language; Standardized Tests; Test Content; Test Interpretation; Test Reliability; Test Validity; Testing

IDENTIFIERS- *Stanford Binet Intelligence Scale Fourth Edition; Wechsler Adult Intelligence Scale; Wechsler Intelligence Scale for Children III; Wechsler Preschool Primary Scale of Intelligence

This text is designed not only as a teaching text but also as a reference source for students and professionals on the assessment of the cognitive development of children. Chapters address: (1) process challenges of assessing children; (2) context challenges in assessing children; (3) ethical, legal, and professional applications of assessment practices; (4) useful statistical and measurement concepts; (5) historical survey and theories of intelligence; (6) issues related to the measurement and change of intelligence; (7) administering tests to children; (8) the Wechsler Intelligence Scale for Children-III (WISC-III); (9) WISC-III subtests; (10) interpreting the WISC-III; (11) the Wechsler Preschool and Primary Scale of Intelligence; (12) the Wechsler Adult Intelligence Scale-III (WAIS-III); (13) WAIS-III subtests and interpreting the WAIS-III; (14) the Stanford-Binet Intelligence Scale: Fourth Edition; (15) differential ability scales; (16) assessment of intelligence with specialized measures; (17) assessment of academic achievement; (18) assessment of receptive and expressive language; (19) assessment of culturally and linguistically diverse children; (20) research findings and recommendations on the assessment of culturally and linguistically diverse children; and (21) principles of report writing. Each chapter includes a summary of key points and study questions. Appendices include tables for the different tests. (Contains over 950 references.) (CR)

ED 455 654   EC 308 542

Part C of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families, Year XIII (1999-2000). Annual Performance Report.

PUB DATE- 01

NOTE- 21p.; For the 1998-1999 Annual Performance Report see ED 442 214. Approved by the Colorado Interagency Coordinating Council. Produced by the Colorado Department of Education, Early Childhood Initiatives. Attachments are not available from ERIC.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; Annual Reports; Certification; Delivery Systems; *Disabilities; *Early Intervention; Financial Support; Infants; *Integrated Services; Preschool Education; *Program Design; *Program Implementation; State Programs; Toddlers

IDENTIFIERS- *Colorado; Individuals with Disabilities Education Act Part C

This annual report describes the activities and accomplishments

ED 455 675   EF 005 976

Roy Lee Walker Elementary School, McKinney ISD. Videotape .
PUB DATE- 00
NOTE- 0p.; Videotape produced by J. Darrell Kirkley Inc. (JDK). For companion report, see EF 005 975.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Elementary Education; Elementary Schools; Energy Conservation; Environmental Education; Public Schools; *Student School Relationship; *Sustainable Development; Videotape Recordings
IDENTIFIERS- Cost Containment

This 7:50-minute videotape describes the architectural design and structure of the Roy Lee Walker Elementary School, illustrating why the school is considered the most energy efficient and environmentally sound school ever built. The videotape highlights the sustainable, award-winning design features such as the innovative use of daylight to improve the classroom environment and enhance learning, and the development of solar and rainwater harvesting techniques that cut energy and water costs. The video further explains how the building itself can be used to teach students about the environment and help them learn how to be environmentally responsible. (GR)

ED 455 676   EF 005 977

Hrekow, Mary; Clark, Helen; Gathorne-Hardy, Flora
Inclusive School Design: Accommodating Pupils with Special Educational Needs and Disabilities in Mainstream Schools. Building Bulletin 94.
PUB DATE- 01
NOTE- 103p.; Additional author: David Hayhow Associates
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Educational Facilities Design; Elementary Secondary Education; Guidelines; *Mainstreaming; Public Schools

This bulletin discusses how to accommodate pupils with special educational needs and disabilities in mainstream schools, presents issues concerning physical access, and addresses how to meet the design needs of pupils with sensory, learning, and emotional and behavioral difficulties. Practical recommendations are included along with five case studies that demonstrate how becoming more inclusive can bring benefits to the lives of all pupils who study, rest, and play in mainstream schools. Different forms of practical provision, from whole school issues to the detail of furnishings, equipment, and auxiliary aids, are also examined. A list of additional information sources is included. (GR)

ED 455 677   EF 005 978

Indoor Air Quality (IAQ) Schools and Universities: Overview of Indoor Air Quality Issues, and Preliminary Design Guide.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English

lexical phrases as unanalyzed wholes, or "chunks," and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar. Instruction focuses on fixed expressions that occur frequently in spoken language. Advances in computer-based studies of language, such as corpus linguistics, have provided huge databases of language corpora that have examined patterns of phrase and clause sequences as they appear in various texts as well as in spoken language. Lexical items include words, polywords, collocations or word partnerships, institutionalized utterances, and sentence frames and heads. (Contains 15 references.) (VWL)

ED 455 699 FL 026 843

Burrough-Boenisch, Joy
Writing Science Like an English Native Speaker: How Far Can and Should Non-Native Speakers of English Go?
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authors; Content Area Writing; Dutch; *English for Science and Technology; *English (Second Language); *Native Speakers; Scholarly Journals; Scholarly Writing; Second Language Instruction; Second Language Learning; Spanish; *Technical Writing; Uncommonly Taught Languages

This paper discusses how a native English-speaking scientist should write and how they actually write scientific articles. This is complemented by considering the aspects of English that journal editors reported as influencing their assessment of manuscripts submitted by second language authors. Some of the ways in which native language and culture affect these aspects, with special reference to the discourse and rhetoric of science writing, are indicated. This is illustrated in relation to Dutch and Spanish writing. Non-native speakers of English can more easily adopt the norms of English science writing if they understand where their native writing culture is positioned in relation to the English writing culture. (Contains 41 references.) (KFT)

ED 455 700 FL 026 844

Moore, Helen
Language Policies as Virtual Realities: Two Australian Examples.
PUB DATE- 00
NOTE- 24p.; Chapter Three in: Thomas Ricento, Ed., Ideology, Politics & Language Policies: Focus on English IMPACT: Studies in Language and Society 6. Slightly revised version of "Language Policies as Virtual Reality: Two Australian Examples," TESOL Quarterly, 30:3, Autumn 1996: 473-497.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; English Only Movement; *English (Second Language); Federal Legislation; Foreign Countries; Immigrants; *Language Attitudes; Language Minorities; Limited English Speaking; *Policy Formation; *Public Policy; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Australia

This chapter uses the insights of Dorothy Smith and Anna Yeatman, both feminist scholars, to explore the nature of policy

NOTE- 14p.; Based on a Roundtable on the Opportunities for Women in Higher Education, jointly convened in January 2001 by the American Association of University Women and the Knight Collaborative. Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; College Administration; *College Faculty; *Females; *Gender Issues; Higher Education; *Sex Fairness

This essay explores the questions that women faculty in institutions of all kinds have been pondering. What would be the attributes of a higher education system that provides opportunities for growth and advancement to women that are equal to those provided for men? What aspects of academic culture would have to change to create a more equitable distribution of opportunity for women and men? Women now make up a substantial share of the academy, but the efforts and achievement of women, who are concentrated at the lower levels of administration and teaching, are still devalued at nearly every stage of their careers. To remedy these inequities, higher education must develop "gender intelligence," characterized by an enhanced ability to recognize and reward human achievement that contributes to an institution's mission, whether the work of men or women. Recommendations for bringing this change about include: (1) recast the canonical picture of what it means to have a successful career track; (2) make leaders of those who understand the need for change; (3) create productive venues for the telling and hearing of stories, the personal experiences of faculty members; (4) review institutional data comparing the professional experience of men and women; (5) develop policies and programs that support faculty who seek a balance between the demands of career and family; and (6) heighten the awareness of how the devaluation of women faculty persists. (SLD)

ED 455 723 HE 034 178

Hensley, Phyllis A.; Bava, D. J.; Brennan, Denise C.
Responsibility Center Management: A Financial Paradigm and Alternative to Decentralized Budgeting.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Finance Association (26th, Cincinnati, OH, March 22-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *College Administration; *Decentralization; *Educational Finance; Higher Education; School Based Management
IDENTIFIERS- *Responsibility Center Budgeting

This study examined the implementation of Responsibility Center Management (RCM) systems in two institutions of higher education: the Graduate School of Business at Institution and the Center of Collaborative Education and Professional Studies at Institution B. RCM is a management and budgeting process for universities that decentralizes authority and responsibility to academic and support centers. Twelve interviews were conducted with one provost and one Chief Financial Officer from each institution and one dean and three faculty members from each school. Their interview responses were subjected to content

PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Higher Education; National Surveys; *Part Time Faculty; Teacher Salaries; *Tenure; Trend Analysis
IDENTIFIERS- National Study of Postsecondary Faculty

Data from the National Study of Postsecondary Faculty (NSOPF:99) show that fewer than one-third of all faculty members were tenured in 1998-1999. Some observers anticipate a trend toward a two-tiered system with a shrinking number of tenured faculty members in one group and a mix of part-time and nontenured full-time faculty members in the other. Analysis of findings from the NSOPF:99 shows that increasing use of part-time faculty, most of whom do not have tenure, is undercutting the tenure system. The evidence for an increasing number of nontenured full-time faculty members is more equivocal. Research also suggests that more faculty members are teaching in institutions that do not offer tenure. Evidence also suggests that faculty members who are not on track for tenure received lower salaries than those on track for tenure. This differential suggests that institutions may use contract or other nontenure track faculty members as lower cost teaching labor. Evidence does not support the charge that tenured faculty members coast on their past achievement, since tenured faculty published more and served on more committees than faculty members without tenure or not on a tenure track. For the most part, the share of women and minority teachers with tenure has increased, closing the gap to some extent. This improvement may represent the efforts to diversify the higher education workforce over the last decade. (Contains 11 figures.) (SLD)

ED 455 745 HE 034 217

Bartlett, Alison, Ed.; Mercer, Gina, Ed.
Postgraduate Research Supervision: Transforming (R)Elations. Eruptions: New Feminism across the Disciplines, Volume 11.
PUB DATE- 01
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; Research Directors; *Researchers; *Student Research; Supervision; *Supervisors

This anthology explores the relationships between postgraduate research candidates and their supervisors. Through stories from candidates and supervisors, the collection proposes alternatives to the prevailing models of postgraduate research supervision. The chapters are: (1) "Introduction" (Alison Bartlett and Gina Mercer); (2) "Dirty Work: 'A Code for Supervision' Read against the Grain" (Barbara Grant); (3) "(Re)Framing Research Degree Supervision as Pedagogy" (Bob Smith); (4) "Novice at Forty: Transformation or Re-invention?" (Jo Balatti and Hilary Whitehouse); (5) "Mostly Metaphors: Theorizing from a Practice of Supervision" (Alison Bartlett and Gina Mercer); (6) "A Posttraditional Supervisor-Supervisee Relationship" (Rosemary Kelly and Lorraine Ling); (7) "Re-imagining the Gendered Self in Postgraduate Experience" (Sheralyn Campbell); (8) "Imagining a Ph.D. Writer's Body Grappling over Pedagogy" (Tai Peseta); (9) "'Eat Your Peas': The Creative Ph.D. Thesis and the Exegesis" (Gaylene Perry and Kevin Brophy); (10) "Learning Assistance: Enhancing the Ph.D. Experience" (Mandy Symons); (11) "Library Representation on

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; *Distance Education; Higher Education; Instructional Effectiveness; Meetings; Pilot Projects; *Preservice Teacher Education; Scientific Concepts; Teaching Methods
IDENTIFIERS- Video Teleconferencing

This paper report the findings of the first phase of a multi-phased research project that is aimed at examining preservice teachers' development of science concepts when learning: (1) takes place at a distance, and (2) is facilitated by videoconferencing technology. The study builds on the work that was done by Lansdown (Lansdown, Blackwood, and Brandwien, 1971) and validated at Boston College (Trainor, 1978) and at Harvard University (Harvey, 1980) that demonstrated the validity, effectiveness and evaluative power of an investigation/colloquium approach to students' development of science concepts in a face-to-face learning environment. The pilot study investigated the use of the investigation/colloquium approach (a series of student-directed explorations with hands-on materials followed by colloquium discussions facilitated by an adult leader) by ten students at two sites connected by videoconferencing technology. Results of the pilot study, analyzed using standard qualitative analysis procedures, indicated that Vygotskian group socio-cultural learning (particularly the development of science concepts) could take place effectively when the groups are in separate locations connected by videoconferencing technology. (Contains 24 references and 6 tables.) (Author/AEF)

ED 455 765 IR 020 721

Chuang, Wen-Hao
Formative Research on the Refinement of Web-Based Instructional Design and Development Guidance Systems for Teaching Music Fundamentals at the Pre-College Level.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Distance Education; Formative Evaluation; Guidelines; Higher Education; Instructional Design; *Instructional Development; Instructional Improvement; Music Education; *World Wide Web
IDENTIFIERS- *Web Based Instruction

Recent advancements in computer and Internet technologies enable universities to implement cost-effective Web-Based Instruction (WBI) and to provide open learning environments 24 hours a day, 7 days a week. While more and more WBI courses are continually being developed, little attention is being paid to effective, systemic, and systematic WBI design and development. Although there are some general guidance systems focused on the WBI design and development much of the knowledge about these systems is tentative and lacking in details. The purpose of this research is to improve these guidance systems and to provide more detailed and useful guidelines in a special context. This research first synthesized general WBI design and

Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Instructional Design; Instructional Development; Learner Controlled Instruction; Models; Teaching Methods; Teaching Models; World Wide Web
IDENTIFIERS- Rogers (Carl)

A person-centered model of instruction has been developed for use in designing instruction in virtual, Web-based environments. This model, based on the work of Carl Rogers, attempts to address several issues raised in the literature regarding: (1) the changing role of instructors and students; (2) the broadening of the notion of learning outcomes; (3) the isolation and dissatisfaction of students in dispersed locations; and (4) problems with authenticity and individualization of experience. This paper posits that Rogers' work can be used to design instruction for virtual Web-based environments, and a conceptual analysis is offered upon which to base this claim. A person-centered approach is described and contrasted with instructionist (Dick and Carey) and constructivist (Duffy and Jonassen) approaches. A discussion of potential benefits and drawbacks concludes the article. (Contains 23 references.) (Author/AEF)

ED 455 785 IR 020 741

Misanchuk, Melanie; Anderson, Tiffany; Craner, Joni; Eddy, Pam; Smith, Carol L.
Strategies for Creating and Supporting a Community of Learners.
PUB DATE- 00
NOTE- 19p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community; Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; Discussion (Teaching Technique); *Distance Education; Educational Technology; Group Activities; Group Discussion; Higher Education; Instructional Design; Instructional Development; Interaction; Masters Programs; Nontraditional Education
IDENTIFIERS- Indiana University

The shift from traditional classroom education to computer-mediated distance learning poses enormous challenges to instructors and learners. The concept of the classroom where students meet to interact with other learners and the instructor no longer exists. Learners lack a natural social outlet to engage with other learners thus leading to feelings of isolation. This paper presents strategies and rationales for implementing certain instructional techniques to move a class from cohort to community. The context is the new Distance Master's program in Instructional Systems Technology at Indiana could not be updated easily, a formative evaluation scheme was implemented in the delivery stage. Each stage is discussed in detail in this paper. (AEF)

ED 455 804   IR 020 760

Schaffer, Scott
Learning System Design Consideration in Creating an Online Learning Environment.
PUB DATE- 00
NOTE- 11p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer System Design; Design Preferences; Educational Environment; *Instructional Design; Instructional Development; Learning Activities; Online Systems; Professional Development; Strategic Planning; Training; World Wide Web

This paper describes the design of a Web-based learning environment for leadership facilitators in a United States military organization. The overall aim of this project was to design a prototype of an online learning environment that supports leadership facilitators' knowledge development in the content area of motivation. The learning environment was designed to provide new learning opportunities for facilitators to build content knowledge through interactive learning activities and experiences with other members of their own community. This project was managed as a concurrent solution design process incorporating elements of strategic thinking, change creation, work environment design, and rapid prototyping. The front-end analysis and impact evaluation were built into the design process. The use of the iterative solution design process (with the iterative design phases of performance analysis, prototype design, and prototype re-design) allowed for increased efficiency and effectiveness in making ongoing refinements and improvements to the prototype. The project team agreed upon three broad areas of learning environment design--analyzing, designing, and continuously improving--and these principles were used as the foundation for a pre-prototype evaluation plan. The plan included questions derived from a variety of performance improvement theories and models. A solution design decision aid assisted in evaluating the effectiveness of the learning and performance environment. Specific strategies and recommendations related to utilization and ongoing support of the prototype that was designed and delivered to the client were proposed. These focused in two key areas: adopting and diffusing the product within the target organization; and continuously improving the design and usefulness of the current prototype once it has been adopted by the target organization. Critical diffusion and work environment factors are identified, with recommendations, to highlight some of the biggest challenges to project success. Brief descriptions of each major component of the Web-mediated learning and performance environment are then offered, with recommendations for continuous improvement and maintenance of each on the Web site. (AEF) as across time, to examine patterns and changes in students' problem-solving approaches. Findings suggested that primary influences on the incidence of expert performance seemed more external than internal and might be more aptly characterized as "coached expertise." The first section of the paper describes the context in which case-based instruction was situated, including the courses and the use of cases. The second section offers a set of guidelines for using cases as an instructional method in the education of instructional designers. Specifically presented are guidelines intended to help students use and develop the kind of problem-solving strategies commonly used by experts. (Contains 23 references.) (AEF)

ED 455 822 IR 020 778

Dowie, Sandra
The Virtual Retina: Is Good Educational Technology Always Strategic?
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712. Figures contain shaded areas with type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Administration; Educational Objectives; *Educational Technology; Evaluation Methods; Foreign Countries; Higher Education; Optical Data Disks; Organizational Objectives; *Strategic Planning
IDENTIFIERS- University of Alberta (Canada)

Educational technology units must continually monitor their strategic plans to ensure that they are aligned with the realities of their institutions. Strategic dissonance occurs when previously successful strategies are no longer achieving the same positive outcomes. The Virtual Retina CD-ROM project is used in this paper as an example of strategic dissonance for the Academic Technologies Center (ATL) at the University of Alberta. In addition, a number of methods for analyzing the strategies used by educational technology units are presented. These methods provide a means for units in higher education to conduct the ongoing task of maintaining their strategic plans. The following questions are used to structure the discussion: (1) What is the unit's external competitive environment? (2) How well is the present strategy working? (3) What are the organization's resource strengths and weaknesses and its external opportunities and threats? (4) Are the educational technology unit's prices and costs competitive? (5) How strong is the center's competitive position? (6) What strategic issues do educational technology units face? (AEF)

ED 455 823 IR 020 779

Mills, Steven C.
Unlocking the Gates to the Kingdom: Designing Web Pages for Accessibility.
PUB DATE- 00
NOTE- 11p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology

ethics (i.e., copyright issues, privacy rights, spam), a listing of some of the best reference resources available online for librarians, and a final look at anticipating the future of the Internet. Chapter 1 gives an overview of the capabilities of the Internet, and Chapter 2 addresses some of the traps, pitfalls, hazards, problems, and concerns connected with Internet access. Chapter 3 examines the impact of the Internet on libraries. Chapter 4 looks at some of the multitudinous legal and ethical challenges that necessarily accompany Internet provision to patrons in libraries. Chapter 5 explores some of the subject content of the Web from a librarian's point of view, featuring selected lists of favorite, useful search engines and Web sites which libraries may find helpful in performing client-based research and in supplying information to the public. Chapter 6 discusses the problems of archiving the Internet's past and planning for an uncertain future. A selected glossary of Internet-related terminology, an alphabetical index of Web sites, and a bibliography are appended. Includes an index. (Contains 332 references.) (AEF)

ED 455 843   IR 058 180

South Carolina State Library Annual Report, 1999-2000.
PUB DATE- 01
NOTE- 59p.; For the 1998-1999 report, see ED 441 521.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Library Administration; Library Collection Development; Library Funding; Library Materials; Library Networks; Library Services; *Library Statistics; Public Libraries; *State Libraries; Tables (Data)
IDENTIFIERS- *South Carolina State Library

This report summarizes the activities of the South Carolina State Library for 1999-2000. The current strategic plan contains five strategic goals: provide information resources and services to meet the needs of the people of South Carolina; provide statewide programs to support local library services; serve as the advocate for libraries in South Carolina; encourage cooperation among libraries of all types; and continuously improve State Library operations and services. This report highlights the State Library's progress towards meeting these goals. The report is divided into the following sections: Organization and Operations; Activities-FY 2000; Statistical Summary; Financial Statement; and South Carolina State Library Staff. FY 2000 activities are discussed in terms of the following: State Library Users; State Library Collections; DISCUS-South Carolina's Virtual Library; Information Services; South Carolina State Documents Depository Program; Consultant Services; Grant Administration; Children's Services; Continuing Education; Public Library Construction; Marketing/Public Information Services; Filtering; Collaborations; South Carolina Library Network; Internet/Telecommunications Project; South Carolina Group Database Licensing Project; Staff Development; Volunteer Program; and Facilities. Highlights of the year's accomplishments include: the expansion of the number of information databases available in DISCUS-South Carolina's Virtual Library which insures that South Carolinians have access to information regardless of local funding or geographic area; the appropriation for fiscal year 2000 of $2 per capita in State Aid to local public libraries, the culmination of a 5 three assessment instruments were deemed usable by a variety of ABLE-funded programs and were added to Pennsylvania's list of standardized assessments approved for reporting adult learner educational gain data. A total of 68 participants from 38 state agencies received CASAS initial training, and 37 participants from 17 agencies received CASAS advanced training. Information about and technical assistance on the CASAS was provided to ABLE agencies throughout the project year. Four Pennsylvania-based CASAS trainers were advanced toward becoming certified state-level CASAS trainers. (The following items are appended: the pilot test application form; a list of agencies participating in the pilot test; and draft educational gain standards for the pilot instruments.) (MN)

ED 455 365   CE 081 975

Richards, Greg
Mobility in the European Tourism Sector: The Role of Transparency and Recognition of Vocational Qualifications. CEDEFOP Panorama Series.
PUB DATE- 01
NOTE- 114p.; For related studies in the Panorama Series, see CE 081 989-990. Study carried out by European Association for Tourism and Leisure Education (ATLAS) with support from the European Travel and Tourism Action Group (ETAG).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Career Change; Case Studies; Comparative Analysis; Credentials; Educational Certificates; Educational Policy; Educational Trends; Employment Experience; Employment Opportunities; Employment Patterns; *Employment Qualifications; Foreign Countries; Foreign Workers; *Hospitality Occupations; International Cooperation; International Programs; Labor Market; Labor Turnover; National Standards; *Occupational Mobility; Overseas Employment; Policy Formation; Promotion (Occupational); Recognition (Achievement); *Student Certification; Tables (Data); *Tourism; Transfer of Training; Trend Analysis; Vocational Adjustment; *Vocational Education
IDENTIFIERS- *European Union; United Kingdom

The extent of cross-border mobility in the tourism sector of the European Union (EU) was examined, along with its relationship to the transparency and recognition of qualifications. The study focused on the current and historical levels of mobility in the tourism industry, policies on transparency and recognition of qualifications, and existing and desired European qualification standards in tourism. The following were among the key findings: (1) levels of labor mobility in the tourism industry vary widely by industrial sector and EU member state; (2) labor mobility in the sector has increased twofold to threefold in recent decades; (3) an estimated 12% of the EU's tourism labor force consists of foreign workers; (4) because of the tendency to recruit staff at lower levels, many migrants are recruited on the basis of personal qualities and experience rather than formal qualifications; (5) few policies on transparency and recognition of qualifications exist; and (6) pressure to develop European standards for tourism qualifications is relatively low. Nine recommendations are presented. (Nineteen tables and 41 references are included. A case study of labor mobility in the hotel and catering sector in Dublin, Ireland, and statistics regarding overseas staff employed by United Kingdom tour operators are appended.) (MN) political consciousness. (Contains 22 references.) (KC)

ED 455 381   CE 081 993

Kohring, Aaron
Recruitment Issues and Strategies for Adults Who Are Not Currently Participating in Literacy and Adult Basic Education (ABE) Programs.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Students; Age Differences; Educational Needs; Learning Motivation; *Literacy Education; *Marketing; Partnerships in Education; Persuasive Discourse; Program Descriptions; Publicity; Relevance (Education); Resistance (Psychology); School Catalogs; *Student Motivation; *Student Recruitment

Adult basic education (ABE) and literacy programs have used many different strategies and tools to recruit new students. A small sampling of Tennessee ABE programs shows the more effective recruitment strategies are word-of-mouth referrals; newspaper advertisements and articles; fliers; brochures; posters, radio messages, and public service announcements; and outdoor signs and billboards. Other issues that influence recruitment of adult learners are motivation (including oblivious, uninvolved, resistant, focused, eclectic, and comprehensive motivations); relevance; age-related issues; and sources of referrals, especially from ABE program partners. The best method for recruiting adult learners that do not currently participate in ABE and literacy programs is probably a multiple strategy approach that uses several techniques simultaneously. Identifying a clear target market of adults whom one wishes to recruit is essential to prepare the proper materials for the recruitment process and to train individuals who are recruiters for the program. Studies, research, and practical experience make apparent that the most effective techniques tend to be those that use direct, face-to-face (personal) contacts with potential adult students and describe valuable program services that clearly meet the needs of the adult learner. (Contains 28 references.) (YLB)

ED 455 382   CE 081 996

Church, Kathryn; Fontan, Jean-Marc; Ng, Roxana; Shragge, Eric
Social Learning among People Who Are Excluded from the Labor Market. Part One: Context and Case Studies. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Community Education; *Community Organizations; Developed Nations; *Dislocated Workers; Employer Employee Relationship; Foreign Countries; Global Approach; *Informal Education; *Job Placement; Job Training; Labor Force Development; Self Help Programs; Socialization; *Unemployment; Unions

PUB DATE- 00
NOTE- 22p.; Paper presented at the European Conference on Educational Research (Edinburgh, Scotland, September, 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Competence; *Education Work Relationship; Educational Attitudes; Educational Demand; Educational Needs; *Employment Qualifications; Foreign Countries; *Job Skills; Labor Market; Needs Assessment; Postsecondary Education; Professional Development; Relevance (Education); Secondary Education; *Student Attitudes; Student Surveys; Trend Analysis; *Vocational Education
IDENTIFIERS- *Greece; *Portugal

The extent to which vocational schools are promoting the new job skills being demanded by employers was examined in complementary studies conducted Portugal and Greece. First, data were collected from questionnaires administered to 22 Portuguese students in initial training in a transports course and 47 Greek students in an electrical course (19 students) and a mechanics course (28 students). All three courses led to a level III professional qualification. Next, random samples of 25 Greek youths and 31 Portuguese youths were interviewed 10 years after they had earned a level III professional qualification. Finally, job announcements published in newspapers were reviewed to identify the job skills being demanded by employers. The Portuguese and Greek students chose vocational studies for the same reasons, namely, to attain a professional qualification and feel better prepared for the labor market. Deep differences were discovered between the Portuguese and Greek expectations about the skills most desirable for development of professional activity. The skills deemed desirable by students in both countries were teamwork, ability to adapt to change, and organizational and individual work management. The skills being demanded by employers were as follows: communication and argumentation, teamwork, ability to adapt to change, and organizational and individual work management. (Contains 25 references and 6 tables.) (MN)

ED 455 399 CE 082 025

Artiss, Phyllis; Fitzpatrick, Laura; Hammett, Roberta F.; Kong, Xiaoqian; Noftle, Elizabeth A.
Friendly Neighborhood Computers: Action Research in Adult Literacy.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, Colorado, March 14-17, 2001). This paper is part of the research project "Strengthening Families and Communities through Computer and Literacy Learning Opportunities for Adults" funded by the Social Sciences and Humanities Research Council of Canada and the National Literacy Secretariat (Grant 831-1999-0011).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Adult Basic Education; Adult Literacy; *Community Programs; Community Resources; *Computer Literacy; Computer Uses in Education; Developed Nations; Educational Principles; English (Second Language); Foreign

Global Approach; Job Skills; Job Training; Labor Market; Lifelong Learning; Postsecondary Education; Secondary Education; Skill Analysis; *Skill Development; Student Certification; *Technical Education; *Vocational Education
IDENTIFIERS- *European Union; Training Needs

This six-part publication summarizes the main findings and conclusions of the second report on vocational education and training (VET) research in Europe. Part 1, VET Systems, Coordination with the Labor Market, and Steering, covers education and training systems, including regulation, coordination, steering and cooperation, finance, certification, and professionalism. Part 2, Lifelong Learning and Competencies: Challenges and Reforms, contains information on lifelong learning and competence, as well as differentiation in VET pathways and on-the-job training. Part 3, Training and Employment in a Company Perspective, examines the skills needed in a global economy, labor markets, the role of small and medium-sized enterprises in training and employment, entrepreneurship, and skills and training needs. Part 4, Employment, Economic Performance, and Skill Mismatch, focuses on employment in Europe, education, training, and economic performance, dynamics of labor markets, and skill mismatches and future needs. Part 5, Individual Performance, Transition to Working Life and Social Exclusion, provides a context for training and individual performance, the education work relationship, and social exclusion and reintegration through training. Part 6, VET Research Outside the European Union, profiles research in the countries of central and eastern Europe as well as in other nonEuropean Union countries. An annex lists 31 bibliographic contributions to the background of the second research report. (KC)

ED 455 416   CE 082 057

Huws, U.; O'Regan, S.
EWork in Europe: The EMERGENCE 18-Country Employer Survey. IES Report 380.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 01
NOTE- 109p.; Funded under the Information Society Technologies Programme, European Commission. For more information on the EMERGENCE (Estimation and Mapping of Employment Relocation in a Global Economy in the New Communications Environment) project, see http://www.emergence.nu and ED 452 400.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Computer Centers; *Computer Mediated Communication; Data Processing; Developed Nations; Economic Development; Employer Employee Relationship; *Employment; Employment Level; Employment Opportunities; Employment Patterns; Employment Practices; Foreign Countries; Geographic Location; *Information Processing; Information Technology; *Internet; Job Skills; *Occupational Mobility; Public Policy; *Telecommunications
IDENTIFIERS- *Europe; Outsourcing; Telecommuting

The EMERGENCE project was conducted to map and measure eWork (the processing of information and transmission of it by means of telecommunications located anywhere in the world) in 18 European countries (15 European Union states plus Hungary, Poland, and the Czech Republic). Data for the project were gathered through a survey of 7,268 employers of at least 50 employees through computer-aided telephone interviews. The study found that eWork is taking place on a significant scale

In 2000, the American Society for Training and Development and the National Governors Association convened the Commission on Technology and Adult Learning. The 31-member commission included representatives of the business, government, and education sectors. They formulated a vision for the future of e-learning in the United States and identified the actions needed to make that vision come to life. After defining e-learning as instructional content or learning experiences delivered or enabled by electronic technology, the commission made the economic case for e-learning and emphasized e-learning's potential to broaden access to high-quality education and training opportunities and thereby boost income growth at all levels. The commission presented a vision of a future where e-learning allows learning to become a continuous process of inquiry and improvement that keeps pace with the speed of change in business in society. The commission called for public and private sector leaders to work together to accomplish the following actions: (1) create the highest-quality e-learning experiences possible; (2) implement new measures and methods for assessing and certifying what individuals know and are able to do; and (3) ensure broad and equitable access to e-learning opportunities. The commission also presented 13 recommendations regarding quality, assessment and certification, and access. (Contains 14 endnotes.) (MN)

ED 455 433 CE 082 095

Elliott, Marc N.; Hanser, Lawrence M.; Gilroy, Curtis L.
Evidence of Positive Student Outcomes in JROTC Career Academies.
SPONS. AGENCY- Office of the Secretary of Defense (DOD), Washington, DC.
PUB DATE- 01
NOTE- 26p.; Research conducted by the Forces and Resources Policy Center, RAND and sponsored by the Office of the Under Secretary of Defense for Personnel and Readiness. For "Implementing High School JROTC Career Academies," see ED 447 345.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Education; Attendance; *Career Academies; Career Education; Comparative Analysis; *Disadvantaged Youth; Dropout Prevention; Educational Attainment; *High Risk Students; High Schools; *Integrated Curriculum; Matched Groups; *Military Training; *Outcomes of Education; Program Effectiveness; Quasiexperimental Design; School Holding Power; Urban Areas; Urban Education; Youth Programs
IDENTIFIERS- *Junior Reserve Officer Training Corps

In 1992, the U.S. Departments of Defense and Education jointly created a new high school program aimed at encouraging at-risk youth to remain in school until graduation. The program, which is a marriage of the Junior Reserve Officer Training Corps (JROTC) and the comprehensive high school reform initiative known as career academies, was called JROTC Career Academy (JROTCCA). The JROTCCA's effectiveness was evaluated by examining administrative records for two to three complete cohorts of students in each of eight pairs of urban high schools in the United States. The cohorts contained a total of 27,490 students. In 6 of 10 cases, the grade-point averages of the JROTCCA students were substantially higher (by one-fourth to one-half a grade point higher on a 4-point scale) than those of their counterparts in the general academic programs. Absenteeism for the JROTCCA students was also significantly lower than would have been expected for students in the general

*Occupational Clusters; Postsecondary Education; Records (Forms); Scores; Secondary Education; Test Interpretation; *Vocational Interests

Developed by the U.S. Department of Labor's Occupational Information Network (O*NET) team, the O*NET TM Career Exploration Tools (Version 3.0) consist of three main parts: (1) the Interest Profiler; (2) the Work Importance Locator; and (3) the O*NET TM Occupations Combined List. The Interest Profiler is a self-assessment career exploration tool that can help individuals discover the type of work activities and occupations they would like and find exciting and use their interest results to explore the world of work; the Profiler includes: a User's Guide, Instrument, Score Report, and O*NET TM Occupations Master List. The Work Importance Locator allows individuals to pinpoint what is important to them in a job as well as helping them identify occupations that they may find satisfying based on the similarity between their work values and the characteristics of the occupations; the Locator includes: a User's Guide, Instrument, Score Report, and O*NET TM Occupations List. The final component of the Exploration Tools, the O*NET Occupations Combined List, Interests and Work Values, combines the results from both instruments and provides a comprehensive listing of O*NET 3.0 occupations arranged by each Interest/Work Value category to help users explore careers. (MA)

ED 455 451 CE 082 141

Peterson, Norman G.; Mumford, Michael D.; Borman, Walter C.; Jeanneret, P. Richard; Fleishman, Edwin A.

Development of Prototype Occupational Information Network (O*NET) Content Model. Volume I: Report and Volume II: Appendices.

SPONS. AGENCY- Utah State Dept. of Workforce Services, Salt Lake City.; Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.

PUB DATE- 95

NOTE- 1086p.; Subcontractors include Personnel Decisions Research Institutes, Inc., Management Research Institute, Inc., Jeanneret & Associates, Inc., Westat, Inc., and Policy Studies Associates, Inc. For the O*NET Final Technical Report, see CE 082 143.

LANGUAGE- English

EDRS Price- MF08/PC44 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ability; Career Choice; *Career Education; Career Exploration; *Career Information Systems; Comparative Analysis; Computer Uses in Education; Databases; Educational Needs; Educational Research; Employees; Employment Qualifications; Information Needs; Information Utilization; Job Performance; Job Skills; Measurement Techniques; Models; Needs Assessment; *Occupational Information; Occupations; Online Systems; Postsecondary Education; Program Development; Questionnaires; Research Methodology; Secondary Education; *Test Content; Test Validity; Use Studies; User Needs (Information); Vocational Interests; Work Environment; Work Experience

IDENTIFIERS- Computer Assisted Guidance; Dictionary of Occupational Titles; *O Net

This document reports on the content model of the Occupational Information Network (O*NET), which is intended to replace the "Dictionary of Occupational Titles." The following chapters are included: "Introduction" (Michael D. Mumford and Norman G. Peterson); "Content Model" (Michael D. Mumford and Norman G. Peterson); "Skills" (Michael D. Mumford and Norman G.

people. Its purpose is to facilitate the development of innovative early intervention services across Australia by developing and maintaining a national network of mental health service providers; consumers; carers; researchers and policymakers; as well as an information clearinghouse. The review aims to critically examine the concept of early intervention for a broad audience and to explore its application in the area of mental health of young people. It seeks to provide an international review about: (1) the rationale for early intervention in mental disorder in young people; (2) the underlying conceptual framework; (3) the concept of prevention; (4) the presentation of a models of prevention; (5) research analysis; (6) an overview of evidence on effectiveness of this approach; and (7) the implications arising from the review. (Contains 281 references.) (JDM)

ED 455 470   CG 031 063

Hazell, Philip
Attention Deficit Hyperactivity Disorder in Preschool Aged Children. Clinical Approaches to Early Intervention in Child and Adolescent Mental Health, Volume 1.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; Children; *Early Identification; *Early Intervention; Foreign Countries; Guidelines; *Hyperactivity; *National Norms; *Preschool Children
IDENTIFIERS- Australia

The need for guidelines for early intervention of children experiencing Attention Deficit Hyperactivity Disorders (ADHD) was identified by the Australian Early Intervention Network (AusEinet). This document attempts to guide appropriate practice in the care of children and adolescents with ADHD. The guidelines are designed to provide information to assist decision making and are based on the best practice information available. Chapter 1 discusses the search strategies developed to retrieve articles on early intervention in ADHD including practice guidelines; cases studies; difficulties with diagnosis in pre-school; and assessment procedures. Chapter 2 considers the prevalence, diagnosis, and assessment of ADHD in preschool children. Chapter 3 looks at the evidence for treatment strategies as with parental behavior management; special classroom programs; social skills training; pharmacotherapy; and diet. Chapter 4 reviews assessments such as developmental assessment; parent-child interaction and family functioning; and functioning in other environments. Chapter 5 provides conclusions about management of ADHD in preschool children. (Contains 66 references.) (JDM)

ED 455 471   CG 031 064

Dadds, Mark; Seinen, Anita; Roth, Janet; Harnett, Paul
Early Intervention for Anxiety Disorders in Children and Adolescents. Clinical Approaches to Early Intervention in Child and Adolescent Mental Health, Volume 2.
PUB DATE- 00
NOTE- 71p.; For volume 1, see CG 031 063.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project

of a rubric. Students may prefer to work in individualized reading or within a group setting in cooperative endeavors in the literature curriculum. (NKA)

ED 455 493 CS 014 413

South Bay Union School District, Imperial Beach, California: Informational Report on Accelerated Reader.
PUB DATE- 00
NOTE- 13p.; School Renaissance Institute is now Renaissance Learning, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Elementary Education; Program Effectiveness; *Reading Achievement; *Reading Instruction; Scores; Teacher Role
IDENTIFIERS- *Accelerated Reader Program; *Reading Renaissance; South Bay Union School District CA; Zone of Proximal Development

This informational report on Accelerated Reader, a learning information system which provides educators with accurate, current data for every student in every class, was submitted to the superintendent of South Bay Union School District in Imperial Beach, California by the assistant superintendent. The report documents the academic gains made in reading as a result of the adoption of the School Renaissance Academic Improvement Process over the 1999-2000 school year. The document is divided into two sections: the independent report, just mentioned and public records. The document is reading, spelling, and language arts Stanford 9 scores, district Academic Performance Index (API) information, and demographic profiles by school. The Stanford 9 scores demonstrate the significant growth achieved by every school in the district since adopting the School Renaissance Academic Improvement Process. The report explains that Reading Renaissance is the reading component of School Renaissance as it motivates students to read, increases the amount of time students spend practicing reading, helps teachers effectively guide student reading practice, and also helps teachers place students in what is called their zone of proximal development or ZOD. (NKA)

ED 455 494 CS 014 429

Lowe, Kaye
Reading--A Perspective on Life.
PUB DATE- 01
NOTE- 9p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; Case Studies; *Illiteracy; Interviews; Qualitative Research; *Reading Failure; Reading Research; *Remedial Programs
IDENTIFIERS- Personal History; Purpose (Reading)

A study explored the holistic nature of reading failure from the perspective of those who have endured the emotional and intellectual burden of not being able to read. Reading failure is frequently viewed from a fragmented, reductionist perspective. Getting to know and understand the individual's perception of literacy failure is ignored in the literature.

ED 455 513 CS 217 482

Dahl, Karin L.; Scharer, Patricia L.; Lawson, Lora L.; Grogan, Patricia R.
Rethinking Phonics: Making the Best Teaching Decisions.
PUB DATE- 01
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Individualized Instruction; Language Arts; Learning Activities; *Phonics; Primary Education; *Reading Instruction; *Reading Processes; Student Needs
IDENTIFIERS- Print Awareness

Before children can make sense of phonics study, they first must learn that print conveys meaning. Children who do not have this foundation concept may do phonics workbook pages, but without understanding or processing the concepts. That is why--unlike books on traditional phonics teaching--this book emphasizes the making of sound instructional decisions based on the unique needs of individual students. Since children learn many concepts as they read and write each day, the book concentrates on phonics-in-context rather than on traditional, stand-alone phonics. In short, it explains embedded phonics instruction: what it is, how it works, and how to do it. The book presents a variety of effective activities that teachers can use in whole group, small group, or individual settings. Each chapter in the book provides insight into teachers' decisions to plan phonics instruction based on their students' specific needs, rather than on the old skill-and-drill routines. The book reveals six basic principles for effective phonics instruction; explores the vital role of assessment in making instructional decisions; and devotes a chapter on how to help children who struggle with phonics and reading. (Contains 21 references. Lists 38 children's books cited.) (NKA)

ED 455 514 CS 217 607

I've Just Seen a Face: Portraits. Lesson Plan .
PUB DATE- 01
NOTE- 12p.; Other EDSITEment partners are the Council of the Great City Schools, the WorldCom Foundation, and the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; Curriculum Enrichment; *Descriptive Writing; Elementary Education; Learning Activities; Lesson Plans; *Photographs; Student Educational Objectives; United States History; *Visual Learning
IDENTIFIERS- Facial Characteristics; Image Analysis; *Portraits

Image has always been important to the powerful. Their portraits have traditionally been designed to impress people with the gravity of the subject, but changing sensibilities and media have tended to introduce more intimacy and spontaneity. Creating visual and literary representations of people has proved to be an enduring human activity. This EDSITEment lesson helps students examine this compulsion to capture the human in image and words. The lesson plan contains guiding questions and material on how to prepare to teach the lesson. It also

the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania Australia, July 12-15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Writing; Editing; Elementary Education; *Grammar; *Student Needs; Teacher Role; *Writing Processes; *Writing Skills; *Writing Strategies
IDENTIFIERS- Professional Writing

Grammar, historically, has been taught in a manner that leaves young learners wondering why they need to learn it. The problem has been partly that teachers have not been provided the insights needed to move the teaching of language conventions and grammar from the position of "textbook exercise" to that of "tools of the trade" as used by professional editors and writers. This paper aims to give teachers practical insights into grammar so that those who already know what a pronoun is, will then say "Now I know, as a writer, why I needed to know that." The paper notes that, in pedagogy, the editorial function is often given a limited definition, while in a professional environment, editing is invariably conducted at four different levels and often by different people--the commissioning editor, the structural editor, the copyreader, and the proofreader. But, it adds, the principles involved with respect to the writing process are the same. After offering some suggestions to teachers about editing in the classroom, observing grammar in context, the value of shared reading, playing with language, and problem solving, the paper states that it is easier to teach children how to use a dictionary, a thesaurus, and a writer's guide than it is to teach them how to spell every word and remember every writing convention in the language. (NKA)

ED 455 533 CS 217 655

Ideas Plus: Practical Classroom Ideas by Teachers for Teachers. Book 19.
PUB DATE- 01
NOTE- 52p.; Published once per year.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Class Activities; *Classroom Techniques; Elementary Secondary Education; *English Instruction; Instructional Effectiveness; Instructional Innovation; Learning Activities; *Literature Appreciation; *Writing Instruction

The 19 ideas collected in this 19th edition of "Ideas Plus" come from 2 sources: ideas submitted at an Idea Exchange session at a National Council of Teachers of English Annual Convention or Spring Conference and contributions by readers of "Classroom Notes Plus" and "Ideas Plus." Some of the teaching practices described in the collection are innovative, while others are adaptations on familiar ideas. The collection of ideas is divided into three broad sections: (1) Prewriting and Writing; (2) Literature; and (3) Explorations. (NKA)

ED 455 534 CS 217 656

Schmidt, Patricia Ruggiano, Ed.; Pailliotet, Ann Watts, Ed.
Exploring Values through Literature, Multimedia, and Literacy Events: Making Connections.

Communication Association (Gilbertsville, KY, September 14-15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Mass Media; Publishing Industry; *Speech Communication; *Textbook Evaluation; *Textbook Preparation; *Textbook Publication; Textbook Selection
IDENTIFIERS- Media Education

How relevant are some textbooks when professors, even in the same department, teach similar courses in different ways? Are there methods by which textbook companies can receive realistic, substantive feedback concerning the quality of communication textbook offerings? This paper details the methods by which its author/educator became a textbook reviewer. The paper then presents three reviews of current and proposed speech and mass communication texts that the author/educator, an associate professor of mass communication and director of broadcast journalism at Southern Arkansas University, wrote for Allyn and Bacon and Harcourt Brace College Publishers. It notes that although the texts reviewed were excellent, not even the best writing will guarantee adoption--marketing and promotion are vital to the success of any academic offering. Detailed reviews by the author of two textbooks and a proposal comprise the majority of this paper. (NKA)

ED 455 553 EA 030 734

Borreca, Christopher P.; Gregory, Raymond L.; Horner, Jeffrey J.; Muzzy, Gray H.
Texas School Law: A Practical Guide. 1999 Supplement.
PUB DATE- 99
NOTE- 72p.; For "Texas School Law: A Practical Guide," see EA 031 174.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Law; Discipline Policy; Educational Administration; Elementary Secondary Education; Real Estate; *School Law; Sexual Abuse; Sexual Harassment; Special Needs Students
IDENTIFIERS- *Texas

This guide is a supplement to the 1996 edition of "Texas School Law: A Practical Guide." It addresses four topics: real-estate issues relating to school districts and colleges, student-discipline law, education of children with disabilities, and sexual abuse or harassment of students. The first section examines legal changes in the realm of property sales, purchase of real property, and condemnation. Section two discusses Chapter 37, which stipulates that the board of trustees of each school district must adopt a code of student conduct with the advice of its district-level committee. It focuses on suspensions, removal by teachers, placement review, alternative education, expulsions, juvenile courts, tips for discipline cases, and appeals to the school board. The next section discusses the individuals with disabilities education act amendments of 1997, focusing on the funding formula; state eligibility; evaluations, eligibility and terminations, IEPs and placements; individualized education programs; procedural can significantly improve the chances of survival. The book concludes with suggestions for a long-term solution to on-campus violence and offers thoughts derived from the author's many years of observing firsthand the escalation of violence in the U.S. Two appendices provide further information on sexual harassment policies and the penal code. (RJM)

ED 455 573 EA 031 107

Kealey, Robert J., Comp.
Reflections on My First Year as Principal.
PUB DATE- 01
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Administrative Principles; *Administrator Guides; *Beginning Principals; Educational Administration; Elementary Secondary Education; *Instructional Leadership; *Principals

This book grew out of the first principals' academy for beginning principals, hosted by the National Catholic Educational Association. Almost 60 principals, all in their first or second year as principals of Catholic elementary/middle schools, from all over the U.S. attended the program. At the conclusion of the academy, the principals wrote brief essays on their most memorable experiences during their first year. Twenty of those essays are collected here in five chapters. Chapter 1 focuses on making changes and building from the ground up. Topics in this section include building a stronger community and new friendships, sowing the seeds of new school spirit, and creating an oasis of stability. The essays in chapter 2 examine ways to create beauty from the inside out and feature titles such as the community of faith, Jesus and joy, and new effort to bring out forgotten beauty. The third chapter features reflections on finding God every day on the job through prayer and scripture, Christian values, and Catholic values, whereas chapter 4 offers meditations on the vocation of being principal and the importance of being called to lead. The last chapter, "Student Love and Appreciation," explores how students can thrive with support and encouragement. (RJM)

ED 455 574 EA 031 108

Shinners, Kathleen D.
Public/Private School Partnerships: What Can Be Learned from Corporate School Partnerships.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affiliated Schools; Cooperative Education; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; *Partnerships in Education; School Community Relationship

This paper reports on a larger study that described public/private school partnerships throughout the U.S. The study described collaborations in terms of their goals, organizational structure, support, commonalities and differences, and evaluations. The present essay discusses how these partnerships provide a model for understanding what

575-579.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Education; *Charter Schools; Elementary Secondary Education; *Training

This guide is intended to assist the trainer in planning and conducting leadership training for charter-school founders and operators. There are five core content areas for leadership development: Start-Up Logistics, Regulatory Issues, Assessment and Accountability, Governance and Management, and Community Relations. Suggestions and activities for conducting training in these areas are provided here, as well as generic training tips. The guide suggests conducting a needs assessment of the charter founders/operators in the site area as part of the planning process. An appendix consists of a pre-assessment tool: the Charter School Leadership Training Needs Assessment. Once the needs of the local charter audience have been determined, the specifics of the training event can be planned. Each content area is relatively self-contained, and may or may not be combined with other areas, depending on need. Other major considerations include the total number of participants, location, number of sessions and possible concurrent sessions, and addressing the needs of heterogeneous groups versus splitting up participants into natural work groups (Will all participants be preoperational or will there be a mix of preoperational and operational? Will participants come in school teams or as individuals?). (RT)

ED 455 594 EA 031 154

Alberta Learning Annual Report, 1999/2000.
PUB DATE- 00
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Early Childhood Education; *Educational Economics; *Educational Finance; Elementary Secondary Education; Foreign Countries; *Government Publications; Money Management; Postsecondary Education; Tables (Data)
IDENTIFIERS- *Alberta

This annual report of the Ministry of Learning contains the minister's accountability statement, the audited consolidated financial statements of the ministry, and a comparison of actual performance results with desired results set out in the ministry business plan. It also includes the financial statements of entities making up the ministry, including the Department of Learning and the Alberta School Foundation Fund (for which the minister is responsible); other financial information as required by the Financial Administration Act and Government Accountability Act (either as separate reports or as part of financial statements, and to the extent that the ministry has anything to report); and financial information relating to accountable organizations and trust funds including the Alberta Teachers' Retirement Fund, school authorities in the public education system (public and separate school boards and charter schools), the universities, technical institutes, public colleges, and the Banff Centre for Continuing Education.

for the regional variations in tax revenue: state difference in the rate of economic growth; the differential impact of the growth rate on a state's tax system; and recent legislative changes in state tax laws. The report predicts that if state tax revenue continues to slow, legislatures will likely be forced to trim state budgets. (Contains numerous statistical tables, graphs, and charts.) (PKP)

ED 455 613   EA 031 215

Selected State Policies, 1999-2000.
PUB DATE- 00
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Educational Finance; *Educational Policy; Educational Technology; Elementary Secondary Education; Higher Education; *State Legislation; Teachers

This book, produced by the Education Commission of the States (ECS) Clearinghouse, is a compilation and summary of the status of several hundred pre-K-12 level education bills introduced in state legislative bodies in 1999-2000. The summaries are organized alphabetically by category beginning with bills on access and ending with vouchers. Each category includes the following information for each bill listed: The state (abbreviated), for example, AZ; the status, for example, signed by governor in April 2000; the title of the bill, for example, S.B. 1199 Statewide Testing; the legislative source, for example, Lexis-Nexis/StateNet; and a brief summary. The book contains no subject or geographic index. (PKP)

ED 455 614   EA 031 232

Faith-Based and Community Organizations: Partners for Stronger Schools. Satellite Town Meeting #78 (April 17, 2001). Videotape .
PUB DATE- 01
NOTE- 0p.; For the Spanish version, see EA 031 233.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Community Organizations; *Educational Improvement; Elementary Secondary Education; *Partnerships in Education; *Religious Cultural Groups; *School Community Relationship; *Teleconferencing; Videotape Recordings

This videotape provides a live, interactive teleconference where renowned national experts, local educators, and community leaders share ideas on how to improve schools. It focuses on establishing partnerships with faith-based and community organizations to create stronger schools. The audience includes parents, teachers, school administrators, business leaders, civic and community activists, college faculty, and others. (PKP)

ED 455 615   EA 031 233

Faith-Based and Community Organizations: Partners for Stronger Schools. Satellite Town Meeting #78 (April 17, 2001). Spanish Language Version. Videotape .
PUB DATE- 01
NOTE- 0p.; For the English version, see EA 031 232.
LANGUAGE- Spanish

the irritating, negative, mischievous, so-called "bad" behaviors of the child with learning disabilities and then use it for positive purposes; (3) parents and teachers need to comment specifically and positively on the behaviors, efforts, actions, and attitudes that meet the norm; (4) personality styles need to be studied and parents and teachers need to look at what is working, what the strengths of a student's personality are and offer some opportunities to try out his or her capabilities; and (5) parents and teachers should not discount the impossible and should realize that some of the irritating negative behaviors have helped youngsters with learning disabilities and attention deficit disorders demonstrate astonishing creativity and awesome talent in adult life. (CR)

ED 455 635 EC 308 523

Singh, Dolar K.
Are General Educators Prepared To Teach Students with Physical Disabilities?
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Kansas City, MO, April 18-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers; "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); Elementary Secondary Education; *Inclusive Schools; *Knowledge Base for Teaching; *Physical Disabilities; Self Evaluation (Individuals); Social Development; Student Characteristics; *Student Needs; *Teacher Competencies; Teacher Education Programs; Teacher Surveys; Teachers

This paper discusses the outcomes of a study that investigated the knowledge base and professional readiness of 50 regular education teachers for the inclusion of learners who have physical disabilities. Members of the sample were regular elementary and secondary teachers who were enrolled in a graduate teacher education program at a private university. Findings indicate: (1) 50 percent of the teachers reported that they do not feel competent and adequately prepared to include students with physical disabilities in their classrooms; (2) 94 percent of the teachers believed that they need training in assistive and adaptive equipment for educating students with physical disabilities in their classrooms; (3) 66 percent of the regular education teachers had some knowledge about the environmental adaptations needed by students with physical disabilities and showed awareness of the need for wide walkways and special classroom furniture for students with mobility impairments; (4) regular education teachers did not have adequate knowledge about the disability-specific characteristics and health care needs of children with physical disabilities, with 96 percent undecided about what hydrocephalus is; and (5) 72 percent of teachers showed awareness that students with physical disabilities need help in creating and maintaining friendships. (Contains 14 references and 14 figures.) (CR)

ED 455 636 EC 308 524

Singh, Delar K.
Families of Children with Mental Retardation: Effective Collaboration.

of the Colorado Part C statewide system of early intervention for fiscal year 1999-2000. It begins by discussing the agencies involved in the provision of services and other supports in early intervention. The innovative service delivery models that are used and the program's sources of funding are explained, along with the challenges the program faces. Issues that have been identified through state monitoring are listed, and accomplishments are described. Accomplishments of the program include: (1) developing service coordination core training modules; (2) developing video products to provide information/training in conjunction with service coordination core training to address implementation of the Individuals with Disabilities Education Act (IDEA) provision for supports and services in natural environments; (3) Part C and Part B staff jointly issued a compliance memo addressing the transition of children from early intervention to special education programs and clarified financial responsibility; and (4) establishing and implementing a revised community grant applications process based upon a rubric system which provides a thorough and uniformly applied process for monitoring and supporting community development activities throughout the state. A description of Colorado's credential system for special education and related services personnel is included. (CR)

ED 455 655   EC 308 543

North Carolina Alternate Assessment Portfolio Pilot Program, 1999-2000. Report of Student Performance.
PUB DATE- 01
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; American Indians; Cultural Differences; Elementary Secondary Education; Evaluation Methods; *Interrater Reliability; Limited English Speaking; Minority Group Children; Performance; *Performance Based Assessment; *Pilot Projects; *Portfolio Assessment; *Severe Disabilities; Sex Differences; Test Reliability; Test Validity

During 1999-2000 school year, the North Carolina Alternate Assessment Portfolio was administered to eligible students with serious cognitive deficits statewide as a pilot program. This report provides state, regional, and local education agency results of that pilot program. The purpose of the pilot was to review the feasibility, validity, and reliability of the assessment in addition to obtaining information necessary to refine the portfolio as needed, as well as to report student performance statewide. During the 1999-2000 school year, 2,117 students were assessed using the North Carolina Alternate Assessment Portfolio. In July of 2000, over 120 special education teachers from across the state scored the portfolios. Each portfolio was assessed for overall completeness and quality. Ten percent of the portfolios received a second scoring to examine inter-rater reliability. Results from the assessment indicate: (1) approximately 31 percent of students statewide received a portfolio quality score of proficient or distinguished; (2) approximately 93.4 percent of all student portfolios statewide demonstrated growth; (3) approximately 21.1 percent of students with limited English proficiency received a portfolio quality score of proficient or distinguished; and (4) American Indian students had the highest percentage of proficiency and distinguished scores. The report includes extensive performance tables. (CR)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; *Guidelines; Higher Education; Public Schools
IDENTIFIERS- *Indoor Air Quality

This guide is intended to help the building design, engineering, and maintenance staff of school buildings maintain a common standard of high indoor air quality (IAQ) and a productive and comfortable workplace for students and staff. The report defines the four basic classifications of indoor environmental pollution, lists the factors impacting school environments, and provides strategies for preventing indoor environmental problems. Also outlined is the role of the school administration in preventing indoor environmental problems. The guide describes the building systems approach to attaining healthful IAQ control and examines the seven main indoor environment issues to consider during the program, design, and construction phases of a new school. (GR)

ED 455 678   EF 005 979

Malone, Sara
Sustainable Schools, Sustainable Communities: The View from the West. CAE Spring 2001 Conference Proceedings (San Diego, California, March 22-24, 2001).
PUB DATE- 01
NOTE- 11p.; Conference sponsored by the American Institute of Architect's Committee on Architecture for Education, (CAE). Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Conferences; Educational Facilities Design; Elementary Secondary Education; Public Schools; *School Community Relationship; *Sustainable Development

This paper presents summary conclusions reached by discussion panels that participated in the Committee on Architecture for Education's conference. The conference explored the symbiotic relationship between schools and communities and the ways that schools and communities sustain one another. Panel titles were: "City Heights Urban Village"; "High Tech High"; "Educational Center"; "Symbols, Forms, Materials, and Regional Aesthetics: The Sustainability of Culture and the Search for Authenticity"; "Ecology, Landscape Design, and Conservation: Working with Building Systems to Generate Meaningful Spaces for Learning"; "Campus Planning and Community Design: The Impact on Our Quality of Life"; and "The Next Generation: Satellite Learning Centers, Global Teleconferencing Labs, and Public-Private Partnerships." (GR)

ED 455 679   EF 005 980

Malone, Sara
Innovative Alternatives in Learning Environments. CAE Fall Conference Proceedings (Amsterdam, Netherlands, November 7-10, 2000).
SPONS. AGENCY- National Clearinghouse for Educational Facilities, Washington, DC.
PUB DATE- 00
NOTE- 11p.; Conference sponsored by the American Institute of Architect's Committee on Architecture for Education (CAE).

formation through two examples from Australia. Smith and Yeatman argue that all description is both biased and interested. The article documents how the values of pluralism and equity were not served well by Australian policy developments in the early 1990s. It also uses case study material to analyze this language policy. Why and how Australian language policy changed so significantly is also discussed. The policies in question are the National Policy on Languages and its replacement by the Australian Language and Literacy Policy. It is argued that the later policy did little but eliminate the previous political commitment to pluralism. (Contains numerous scholarly references and 13 notes.) (KFT)

ED 455 701 FL 026 845

Sabieh, Christine
Plug Power: The Impact of Technology in Teacher Education.
PUB DATE- 01
NOTE- 28p.; Paper presented at the International Conference on Language Teacher Education (2nd, Minneapolis, MN, May 17-19, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Course Descriptions; Curriculum Development; *Educational Technology; Higher Education; Language Teachers; Preservice Teacher Education; Professional Development; Second Language Instruction; Second Language Learning; *Teacher Education

The purpose of this paper is threefold: to show that it is essential that language teacher training programs include courses exclusively prepared to familiarize the educator-to-be with the effective use of the technologies in the teaching/learning setting; to show how the impact of plug power in teacher education programs is best felt when the educator-to-be receives hands-on experience in the courses during their teacher training; to suggest two syllabi for use in teacher education programs that allow educators to acquire hands-on experience as well as training in applying the technologies in the teaching and learning environment. It is asserted that teacher education programs should design courses to focus exclusively on teaching teachers to use the latest and most appropriate technology effectively in the second language classroom. The syllabi for two semester-length courses are included in appendices: "Technologies for Instructional Use" and "Applications of Computers in Teaching." (Contains 28 references.) (KFT)

ED 455 702 FL 026 846

Alkalesi, Yasin M.
Modern Iraqi Arabic: A Textbook.
PUB DATE- 01
NOTE- 272p.; Includes 6 companion audio compact disks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arabic; Daily Living Skills; *Dialects; Foreign Countries; Grammar; *Instructional Materials; Learning Modules; Pragmatics; Pronunciation; *Second Language Instruction; Second

analysis. All the administrators at each institution were strongly in favor of RCM, which they regarded as a method of continuing strong central guidelines while decentralizing operations, increasing understanding and awareness of costs, and enabling deans to manage income and expenditures better at their schools and centers. Faculty members praised the decentralization and rationality of RCM, but five of the six voiced concerns about the dean's accountability and their individual management styles. There was consensus on both campuses that RCM was more flexible and more rational than traditional fiscal management. Two senior faculty and the six administrators thought that RCM increased information flow and expanded the number of participants in the decision making process. Four of six faculty members thought that academic quality might be hurt because of financially motivated decisions. Faculty members were aware of the difficulties in achieving a proper balance in RCM. Overall, respondents did not advocate RSM as a panacea, but they did consider it an effective planning tool. (Contains 19 references.) (SLD)

ED 455 724   HE 034 180

Higher Education Active Community Fund: Proposals. Consultation.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; Educational Finance; *Financial Support; Foreign Countries; Higher Education; School Community Programs; *School Community Relationship
IDENTIFIERS- *England

This document outlines proposals for a Higher Education Active Community Fund (HEACF) in England to enhance the key role played by higher education institutions in the community. The initiative follows from the objectives of the Higher Education Reach-Out to Business and the Community Fund and proposals from the British Department of the Environment, Transport, and the Regions. The document proposes the awarding of 27 million British pounds to English higher education institutions subject to their submission of appropriate plans. The HEACF will run for 3 years from September 2001, and it is intended that up to 14,000 new opportunities for student volunteering will be created cumulatively during the 3 years, and that staff will be enabled to increase their involvement in the community significantly. (SLD)

ED 455 725   HE 034 181

Quality Assurance in Higher Education: Proposals for Consultation.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Educational Improvement; *Evaluation Methods; Foreign Countries; Higher Education; Learning; *Teaching Methods
IDENTIFIERS- *England; Higher Education Funding Council for England; *Quality Assurance

This document sets out for consultation proposals for a revised method for quality assurance of teaching and learning in higher

Supervisory Panels: A Model of Collaboration" (Peter Macauley and Sue McKnight); (12) "Not Just a Thesis: Ph.D. Study as a First Step toward an Academic Career" (Belinda Collins, Johanna Rendle-Short, Timothy Jowan Curnow, and Anthony J. Liddicoat); (13) "Matching Methodologies" (Annette Gough and Elizabeth Anders); (14) "Life Beyond a Ph.D." (Raj Nagappan, Nick Craswell, and Mark Grundy); (15) "Resisting Reasonableness" (Jane Gallop); (16) "Power, Voice, and Connection" (Janet Conti, Daphne Hewson, and Judith Isben); (17) "The Researcher, the Psychoanalyst, and Supervision in the Room at the Back"(Kelley Johnson and Deborah McIntyre); (18) "The Dark Side of a Ph.D.: Learning the Lessons That Supervisors Don't Teach" (Melissa Parsons); (19) "Conversations from the Kitchen" (Zina O'Leary); (20) "Two Voices" (Pheroza Daruwalla and Mirielle Mazzocato); (21) "The Benefits of a Formal Mentoring Relationship: 'Not My New Best Friend'" (Larissa Behrendt); (22) "'Only Connect': Transcultural Supervision as the 'Rainbow Bridge'" (Kate Cadman and Hai Than Ha); (23) "'The Remembrance of Things Past': Memory and Migration as Tropes in the Construction of Postgraduate Subjectivities" (Eleanor Venables, Sharifa Ahjum, and Jenny De Reuck); (24) "The Academic Quandary: An Aboriginal Experience" (John Budby); (25) "Looking through the Fog: Making Sense of Overseas Student Supervision in Australian Universities" (Basant Maheswari and Janne Malfroy); and (26) "Nourishing Conversations in the Co-construction of Knowledge" (Macquarie Human Geography Group: Bob Fagan, Richie Howitt, Moya Adams, Geetha Abayasekara, Richard Cook, Mike Edwards, Kylie Eggleton, Alison Harwood, Sue Jackson, Scot Sharpe, and Sandie Suchet). Most chapters contain references. (SLD)

ED 455 746   HE 034 219

Bright, David F.; Richards, Mary P.
The Academic Deanship: Individual Careers and Institutional Roles. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Deans; *College Administration; *Deans of Students; Employment Qualifications; Higher Education; Instructional Leadership; *Job Skills

This book provides new and aspiring academic deans with a guide to the complex tasks of assuming and managing the role of dean. The guide contains information on approaching the new job and outlines the skills and duties required of a dean. The chapters are: (1) "The Map and the Crossword: Ways To Think about Being a Dean"; (2) "What IT Takes To Be a Dean"; (3) "Finding the Right Position"; (4) "The Shift to the Dean's Office"; (5) "Balances of Power"; (6) "Departments, Programs, and Their Leaders"; (7) "Planning"; (8) "Budgets and Resources"; (9) "Faculty Development"; (10) "The Dean's Role in Academic Programs"; (11) "Working with Students"; (12) "Legal Issues and Other Special Challenges"; (13) "The Provost"; (14) "Other Deans and Directors"; (15) "External Relations"; and (16) "Beyond Deaning: Building a Balanced Career." (Contains 90 references.) (SLD)

ED 455 747   HE 034 220

development guidance systems. Next, formative research methodology was used to improve that synthesis. A case was chosen for this study, the context being the teaching of music fundamentals at the pre-college level. Efforts were made to identify which guidelines were or were not useful in this case and which guidelines might be beneficial to modify, delete, or add in this context. On-site and online interviews, observations, and document analyses were conducted with all developers involved in this WBI project. As a result of this study, the synthesized general WBI design and development guidance system was revised to best fit with this case. These revisions are the major findings of this research. Discussion of each guideline, and a final summary of the results are made. Recommendations for practitioners and future research directions are also discussed. This new guidance system is intended not only to guide future practitioners in this field, but also to provide a theoretical framework for future research and theory development. (Contains 28 references.) (Author/AEF)

ED 455 766   IR 020 722

Cifuentes, Lauren; Yi-Chuan, Jane Hsieh
Concept Learning through Image Processing.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Graphics; Concept Formation; Information Processing; Junior High School Students; Junior High Schools; *Knowledge Representation; *Science Instruction; Scientific Concepts; Student Evaluation; Teaching Methods; *Visualization

This study explored computer-based image processing as a study strategy for middle school students' science concept learning. Specifically, the research examined the effects of computer graphics generation on science concept learning and the impact of using computer graphics to show interrelationships among concepts during study time. The 87 students who volunteered for this study were taking science classes at a rural public junior high school. They had previous skills with AppleWorks TM draw and paint software. Quantitative and qualitative methods were used to investigate the research topic. Findings showed that learner generated graphic representations of concepts provided a rich resource for the students' teachers. Representations of learners' understandings provided teachers with a way of knowing whether or not students were able to grasp concepts. Teachers suggested that if students cannot visualize the concept, perhaps they do not thoroughly understand the concept. It is essential to have all students engaged in the diverse practice of constructing their own concept representations while receiving feedback regarding their appropriateness. Educators are encouraged to prepare learners to use computers to visualize concepts during study time. An orientation to visualization skills can prepare students for using visual techniques to represent interrelationships among concepts. (AEF)

ED 455 767   IR 020 723

University. The paper gives suggestions for instructional and non-instructional strategies that have students interacting at the levels of discussion, cooperation and collaboration. These strategies are cross-indicated with their intended outcomes, that is, strengthening the feeling of community as defined by a set of characteristics, which are adopted from Schwier (in press). Suggestions for evaluation techniques are also presented, as are questions for further research. (Contains 35 references.) (Author/AEF)

ED 455 786   IR 020 742

Murry, G. Brandon; Murry, Francie R.
Analysis of a Customized Intervention for the Development of a Web-Based Lesson by Pre-Service Teachers.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; Educational Technology; Higher Education; *Instructional Design; *Instructional Development; *Instructional Effectiveness; Instructional Materials; Lesson Plans; Preservice Teacher Education; World Wide Web

This study compared the use of two developmental alternatives: a Web Editor (WE) in combination with a customized template/shell (Teaching Not Teaching, T-N-T) and a WE only, for development of a Web-based lesson by pre-service teachers. Six hypotheses were tested to find whether the WE and T-N-T alternative was more efficient, effective, and appealing than the WE only development alternative. The efficiency, effectiveness, and appeal of developing a Web-based lesson was examined using these variables: lesson creation time; perceived effort; inclusion of six specified instructional components; functionality of six specified technical components; teacher appeal; and likelihood of intended future use (dependent variables) and the lessons development alternatives WE and T-N-T or WE only (independent variable). A quasi-experimental design and t-test analyses were employed. Pre-service teachers (N=103) were assigned to one of the two development alternatives. Instruments included researcher-developed evaluations, self-report tools and the Computer Attitude Scale. Dependent variables investigated in this study included: lesson creation time; perceived effort; inclusion of six specified instructional components; functionality of six technical components; teacher appeal; and rate of future use. Statistical analysis of six hypotheses conformed that developing Web-based lessons using WE and T-N-T was more effective than using WE only. The analysis also revealed that neither developmental alternative was superior in terms of efficiency or appeal. (Author)

ED 455 787   IR 020 743

Nichols, Randall G.
Professor Ann De Vaney and a Good Conversation.
PUB DATE- 00

ED 455 805 IR 020 761

Zahner, Jane
Needs Assessment for Design and Delivery of Site-Based Technology-Supported School Improvement Degree Programs.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Degrees (Academic); Distance Education; Educational Administration; Elementary Secondary Education; Higher Education; *Improvement Programs; *Instructional Design; *Instructional Development; *Needs Assessment; Partnerships in Education; Teacher Education

This paper describes the needs assessment activities that informed the design and development of M.Ed. and post-master's degree courses and programs to be delivered onsite and through distance technology support in rural areas. Two partner school systems participated in the needs assessment with three more currently involved in the programs. Participating school systems range in size from less than 1000 K-12 enrollment to just over 3000. The university partner in this project is Valdosta State University, a regional university in South Georgia. In the spring 2000, nearly 200 teachers and administrators enrolled in a needs assessment course offered by the Department of Curriculum and Instructional Technology. Some of these educators were already involved in systematic school improvement processes at their schools, and others were not. The students were in a unique situation of simultaneously studying needs assessment as an academic topic, conducting needs assessment as a part of their own school improvement process, and acting as subjects in a needs assessment conducted by the author. In fall 2000, participants began to earn graduate degrees in the School Improvement Degree Programs by taking innovative courses offered onsite at their rural school systems and through distance technologies. The programs, courses, and modules were designed based on the extensive school-based needs assessment conducted during the spring course. Partnerships among school personnel, teacher educators, and instructional designers have led to programs that are inclusive, team building, action-oriented, and flexible. Several other school systems in the region have asked for the projects to be phased in during the next two years. The needs assessment methods, procedures, and results are briefly described. Samples and excerpts from the needs assessment instruments from different phases are included to assist others who are doing similar work. (AEF)

ED 455 806 IR 020 762

Olina, Zane; Dwyer, Herb; Savenye, Wilhelmina
Support and Training for High-School Faculty Who Will Teach Using the Web.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the

(23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer System Design; Design Requirements; Disabilities; Information Dissemination; Internet; *Screen Design (Computers); *World Wide Web
IDENTIFIERS- *Web Page Design; *Web Pages

As the use of the Web is perceived to be an effective tool for dissemination of research findings for the provision of asynchronous instruction, the issue of accessibility of Web page information will become more and more relevant. The World Wide Web consortium (W3C) has recognized a disparity in accessibility to the Web between persons with and without disabilities and has responded by developing a set of Web page design standards that specifically address the issue of Web accessibility. The W3C has embraced the issue of accessibility through its Web Accessibility Initiative (WAI). The WAI has developed a set of guidelines, the Web Content Accessibility Guidelines, for use by Web page authors to incorporate accessibility features into the design of Web pages. The purpose of this paper is to describe Web page design principles and strategies based on the WAI's guidelines that will facilitate the development of Web pages that open the gates of the virtual kingdom to persons with disabilities. Web page authoring tips are provided for using the following in a Web page: tables, frames, multimedia, color and backgrounds, and hyperlinks, as well as using alternative Web pages. (AEF)

ED 455 824 IR 020 780

Elmahdi, Ismail
Online Forum Instructional Guide.
PUB DATE- 00
NOTE- 7p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Curriculum Development; Guidelines; Instructional Design; Instructional Development; Instructional Effectiveness; Instructional Materials; Online Systems; *Teaching Methods

This paper presents a guide, based on the experiences of some online teachers and students at Ohio University, offering practical information for instructors who want to teach online more effectively. Online instructional tips are organized and provided in four main areas. The first area of guidelines focuses on pedagogical aspects, and discusses the instructor as facilitator, instructor visibility, feedback, and online materials. The second area focuses on social aspects. Managerial aspects are the focus of the third area, which provides organizational, procedural, and administrative suggestions. Finally, suggestions are provided in the area of technical aspects. (AEF) year campaign by library supporters; and the relocation of the State Library's Department for the Blind and Physically Handicapped and other State Library Departments into the renovated building formerly occupied by the State Archives and History Department. Appendices include library directories (Public Library Board Chairmen; South Carolina Public Libraries; South Carolina State Institutional Libraries; South Carolina State Institutional Libraries) and tables of library statistics, 1999-2000 (Public Libraries: Comparative Summary; South Carolina Public Libraries; South Carolina State Institutional Libraries; South Carolina College and University Libraries). (AEF)

ED 455 844   IR 058 181

Williams, Martha E., Ed.
National Online Meeting Proceedings (20th, New York, New York, May 18-20, 1999).
PUB DATE- 99
NOTE- 548p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Interfaces; Computer Networks; Copyrights; Electronic Libraries; Electronic Publishing; Information Industry; Information Management; Information Policy; Information Retrieval; *Information Technology; *Internet; Online Systems; User Needs (Information); World Wide Web

This Proceedings contains 53 of the 67 papers reviewed and selected by the Organizing/Reviewing Committee for presentation at the National Online Meeting, 1999. The volume begins with the introductory presentation by the Program Chairman, Martha E. Williams, "Highlights of the Online Database Industry and the Internet 1999." The balance of the papers is arranged alphabetically by the primary author's last name and covers a wide range of topics including: online search-and-retrieval; electronic journals versus print journals; search engine censorship; GIS applications in competitive intelligence; user expectations, satisfaction, behavior and loyalty in the Millennium library; distributed learning; protecting online intellectual assets; risks and opportunities for information professionals; Corporate ResourceNet; customer-driven interfaces; cooperative development of a digital library; managing reproductions and permissions for digital images; digital library architectures; information winnowing; copyright management in cyberspace; how XML will affect content, knowledge management, and information professionals; modeling the reference process online; the Lindesmith Center Web site; search engines for Chinese information retrieval; no-cost digital library; a burser interface; knowledge management tools; trends in domestic demographic and business data on the Internet; cross-database searching with term mapping from multiple thesauri; competitive intelligence on the Internet; automatic organization of electronic documents; impact of electronic publishing/electronic journals on libraries; building an XML and Web-based document retrieval system; visitations to a digital library Web site; a Web-based online course model; libraries and online products; current and future status of intelligence; metadata; protecting and using intellectual property; publishing online; courseware development tools; Excel 97; treating the "Techno-Stressed"; Y2K; Wizards as a seamless interface for queries; the Web prepares for the third millennium; the learning intranet; linguistic inference; relevance judgments by end-users;

ED 455 366 CE 081 976

Lewis, Morgan V.
Major Needs of Career and Technical Education in the Year 2000: Views from the Field.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; American Indians; Attitude Change; Basic Skills; Computer Uses in Education; *Data Collection; Distance Education; Education Work Relationship; Educational Administration; *Educational Needs; Educational Technology; Employer Attitudes; Employment Qualifications; *Information Sources; National Programs; *Online Systems; Partnerships in Education; Postsecondary Education; Professional Development; School Business Relationship; Secondary Education; *Systems Approach; Teacher Attitudes; Teacher Education; Teacher Student Relationship; Vocational Directors; *Vocational Education
IDENTIFIERS- *Career and Technical Education; Needs Sensing; Stakeholders; Workforce Investment Act 1998

The major needs of career and technical education (CTE) in the year 2000 were assessed. The regional needs-sensing networks of the National Dissemination Center and the National Research Center for Career and Technical Education were used to obtain input from members of the following stakeholder groups: state-level liaisons; representatives of professional and business/industry associations with an interest in CTE; faculty representatives of universities preparing CTE teachers; instructors of secondary and postsecondary CTE programs; and representatives of Native American nations and associations of racial/ethnic groups. Priorities related to the following areas of the CTE field were identified through 30 conference calls with 149 representatives of the 7 stakeholder groups: improving the image of CTE; exemplary practices; partnerships; teaching-learning; clearinghouses; instructors/administrators; professional development; technology and distance education; assessment; implications of the Workforce Investment Act of 1998; skill shortages and basic skills; and multiple problems of constituents. (The following items are appended: description of the methods used to analyze the regional reports; report on the University of Illinois' test of Webboard; list of topics of information requests received by the question and answer service; samplings of postings to the Careertech discussion of the role/image of CTE; and list of participants in need-sensing networks through 2000.) (MN)

ED 455 367 CE 081 977

Bruening, Thomas H.; Scanlon, Dennis C.
The Status of Career and Technical Education Teacher Preparation Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 80p.; Prepared with Carol Hodes, Purandhar Dhital, Xiaorong Shao, and Shih-Tsen Liu.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

IDENTIFIERS- *Canada

This working paper lays groundwork for a Network for New Approaches to Lifelong Learning study on informal learning by people displaced from the labor market or chronically unemployed, in the context of community organizations. Section 1 examines the context and two particularly significant features--wider changes in the nature of work and related changes in the welfare state--that arise from structural changes caused by globalization of the economy. Section 2 describes three community organizations working with people excluded from the mainstream labor market that are attempting to create new forms and traditions of labor under considerable pressure to place people in the mainstream labor market. (The Homeworkers' Association is an example of how a labor union responded to work restructuring by departing from traditional tactics of collective bargaining and strike action in favor of creative alliances and innovative strategies for working with displaced workers. Chic Resto-Pop illustrates the complex interaction among business development, job training, political advocacy, and linkages to the wider culture of the community movement. A-Way Express Couriers demonstrates similar connections from within a framework of self help and with a goal of not integration but building an alternative labor market that redefines, accommodates, and organizes the capacities of a heavily stigmatized community.) Section 3 provides comments on directions the research is pursuing into informal learning. (Contains 52-item bibliography.) (YLB)

ED 455 383 CE 081 998

Allen, Lili; Almeida, Cheryl; Cushman, Kathleen; DeSalvatore, Larry; Malarkey, Tom; Steinberg, Adria
Reinventing High School: Six Journeys of Change. An In-Depth Look at Six High Schools That Are Transforming the Way We Think about Secondary Schooling.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.
PUB DATE- 00
NOTE- 166p.; Supported by the New American High Schools Initiative, U.S. Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Role; Career Academies; Career Education; Case Studies; Change Strategies; *Education Work Relationship; *Educational Change; *Educational Improvement; *Equal Education; *High Schools; Integrated Curriculum; Partnerships in Education; Program Implementation; School Choice; School Districts; *School Restructuring; Service Learning; Strategic Planning; Vocational Education
IDENTIFIERS- Boston Public Schools MA; California (Marin County); Coalition of Essential Schools; New York City Board of Education; North Clackamas School District OR; Oakland Unified School District CA

This volume features the reform journeys of six American high schools. The six high schools portrayed here include four large comprehensive high schools (Oakland Technical High in Oakland, California, and Brighton High in Boston, Massachusetts, are urban; Sir Francis Drake in Marin County, California, and Rex Putnam in North Clackamas, Oregon, are suburban), as well as two small schools, one urban and one suburban, started within the past decade (Landmark in New York City and Quest in a

Countries; Homemakers; *Literacy Education; *Outcomes of Education; Parents; Program Effectiveness; Reflective Teaching; Skill Development; Socioeconomic Status; *Student Attitudes; Teacher Attitudes; Teaching Methods; *Tutoring
IDENTIFIERS- *Newfoundland

This series of five short papers describes an interdisciplinary, community action research project in Newfoundland that sought to enhance and extend the traditional and technological literacy of adults. The papers were part of an action research project conducted by the directors and tutors which made computers available in community resource centers, with flexible scheduling, using texts and projects chosen by the participant learners. The participants included socioeconomically disadvantaged parents, women who had been out of the workforce for a considerable time, English-as-a-second-language learners, and learners who were self-declared illiterate or disabled. The authors of the papers describe the project from the perspectives of tutors, participants, and co-directors. They found the project to be amazingly successful in helping the participants to learn both computer and traditional literacy and to raise their self-esteem and connection to the community. (Contains 25 references.) (Author/KC)

ED 455 400   CE 082 027

Schwager, Mahna; Lee, June
Industry Review and Validation of Model Curriculum for Programmer/Analyst, Network Administration, and Technical Support.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 00
NOTE- 33p.; Project director was Peter Crabtree, Peralta Community College District. Report prepared for East Bay Information Technology Community College Collaborative, Regional Workforce Preparation & Economic Development Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Competence; Computer Networks; *Course Content; Curriculum; *Curriculum Development; *Educational Needs; Educational Trends; Employer Employee Relationship; Futures (of Society); *Information Technology; Internship Programs; Lifelong Learning; Partnerships in Education; Programmers; *School Business Relationship; *Systems Analysts; Technical Occupations; Two Year Colleges; Work Experience Programs
IDENTIFIERS- California; Computer Occupations; *Network Management

Industry representatives reviewed the curricula for computer programmer-analyst, network administrator, and technical support courses at 10 community colleges in California. Thirty-eight reviewers participated in the focus groups, and several other reviewers participated via e-mail. The focus groups discussed each of the three degree programs separately. Reviewers offered specific suggestions targeted to each course and noted the competencies needed for the three occupations and the usefulness of industry certification and community college certificates and degrees. They also considered future trends, such as continued growth, evolving technologies, new business models, new types of worker and employer relationships, new skills and types of workers, and new training models. Recommendations include the following: (1) more collaboration between colleges and industry to provide student and faculty in Europe. The dominant forms of eWork are the use of remote offices, many of them call centers, and employment of multilocational workers. Fully home-based eWork by employees remains a minority practice. Such internal forms of eWorking by employees, however, are outweighed by external forms using outsourcers. The strongest driver of eWork is the search for technical expertise, along with cost and quality considerations. Tax breaks, government grants, or subsidies to locate in certain regions appear to play a minimal role in choice of location. The results suggest a need for further research on the impact of eWork and raise a number of questions for policymakers, including issues of employment regulations, employment mobility, continuing education, and the relationship of the "new" economy to the "old" economy. Three appendixes include a chart of the structure of the EMERGENCE questionnaire; a glossary of 10 terms used in the survey; and a list of the most popular destinations for eWork for European customers. (KC)

ED 455 417 CE 082 058

Collin, Kaija
Searching for the Meanings of Learning at Work: Cases of Product Planners.
PUB DATE- 00
NOTE- 14p.; Working paper presented at the European Conference on Educational Research (Edinburgh, Scotland, September 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Case Studies; *Cognitive Style; Competence; Developed Nations; *Education Work Relationship; Educational Objectives; Ethnography; Foreign Countries; Informal Education; *Learning Strategies; *Lifelong Learning; Manufacturing Industry; Marketing; *On the Job Training; Research Methodology; Teaching Methods; Work Environment
IDENTIFIERS- *Finland; Work Based Learning

As part of a larger research project on workplace learning, a study examined learning at work as it is experienced among product planners in Finland. The study focused on three questions: (1) What kind of experience do employees interpret as learning? (2) What kind of meanings do employees give their action and learning individually and together? and (3) What kind of meanings do employees give to the use of information technology at work and in learning? Preliminary results, stemming from the first eight interviews conducted in one high-technology enterprise in central Finland, suggest four challenging situations that involve learning: (1) implementing large projects as a whole; (2) arranging one's duties in the workplace; (3) dealing with new and challenging situations and assuming responsibility for new duties; and (4) working and communicating with different people and groups of people. Four themes about learning emerged: (1) acquisition of competence and skills through experience and feedback; (2) learning as cooperation; (3) learning from experience and mistakes; and (4) acquiring a "technical way of thinking." As the study progresses, observations and interviews will be conducted in other enterprises and compared with this preliminary data. (Contains 34 references.) (KC)

ED 455 418 CE 082 059

academic program in 7 of 10 cases. In the two cases for which four-year graduation information was available, nearly twice as many of the students enrolled in the JROTCCA program in grade 9 graduated as would have been expected had they been in the general academic program. (Contains 21 references.) (MN)

ED 455 434   CE 082 098

Plath, Hans-Eberhard
Work Requirements in Transformation, Competence for the Future: A Critical Look at the Consequences of Current Positions. IAB Labour Market Research Topics No. 45.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Adult Learning; At Risk Persons; Competence; Conflict Resolution; Coping; Crisis Management; Definitions; Economic Change; Education Work Relationship; *Educational Needs; Employee Attitudes; Employee Responsibility; *Employer Employee Relationship; Employment Opportunities; *Employment Patterns; *Employment Qualifications; *Futures (of Society); Interpersonal Competence; Job Satisfaction; Job Skills; Job Training; Labor Market; Life Satisfaction; Literature Reviews; Need Gratification; Needs Assessment; Organizational Change; Personality Traits; Postsecondary Education; Quality of Working Life; Skill Development; Social Change; Social Cognition; Social Indicators Germany; Global Economy; Impact Studies
IDENTIFIERS- Germany; Global Economy; Impact Studies

In Germany and elsewhere, the literature on current and future work requirements rarely discusses the effects of globalization, internationalization, computerization, and other factors from the point of view of workers. Some have suggested that a blurring of limits will be one of the main changes in work in the future. This blurring will involve the following dimensions: time; space; working means/technology; "social" or work organization; work content/qualification; and meaning/motivation. The following are among the various abilities that will likely be required of workers: ability to evaluate information; self-understanding, self-mastery, self-guidance, and self-marketing; and ability to deal with insecurity, uncertainty, disruptions, and conflicts. The following are among the areas of competence that will become increasingly relevant in the future: internationality; loyalty; team spirit; mobility; goal orientation; flexibility; plurality competence; transitional competence; and social communication competence. Besides presenting workers with new opportunities, the projected changes in the nature of work might also lead to considerable threats or risks, including the following: the risk of being unable to cope with demands; risks to health or risk of disease; risk of the wrong qualification or loss of qualification; risk of demotivation; and risk of dissatisfaction with life and work. (Contains 54 references.) (MN)

ED 455 435   CE 082 100

Dykman, Ann; Mandel, David R.
Educating Career & Technical Education Teachers: Building a New Model. Symposium Proceedings (Washington, DC, June 13-14, 2000).
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Peterson); "Knowledges" (Edwin A. Fleishman, David P. Costanza, Leon I. Wetrogan, Charles E. Uhlman, Joanne C. Marshall-Mies); "Education" (Lance Anderson); "Generalized Work Activities" (P. Richard Jeanneret and Walter C. Borman); "Work Context" (S. Morton McPhail, Barry R. Blakley, Mark H. Strong, Tonya J. Collings, P. Richard Jeanneret, Laura Galarza); "Organizational Context" (Sharon Arad, Rob Schneider, Mary Ann Hanson); "Training, Experience, and Licensure" (Lance Anderson); "Abilities" (Edwin A. Fleishman, Leon I. Wetrogan, Charles E. Uhlman, Joanne C. Marshall-Mies); "Occupational Values and Interests" (Christopher E. Sager); "Work Styles" (Walter C. Borman, Amy Schwartz McKee, Robert J. Schneider); "Occupational Characteristics (Lloyd Feldman, Frank Bennici, Regina Yudd); "Procedures for Collecting Occupation-Specific Information" (Michael D. Mumford); and "Conclusions" (Michael D. Mumford). The following questionnaires are appended: skills questionnaire; knowledges questionnaire; training, education, licensure, and experience questionnaire; generalized work activities questionnaire; work context questionnaire; organizational context questionnaire; abilities questionnaire; occupational values questionnaire; and work styles questionnaire. Many chapters include substantial bibliographies. (MN)

ED 455 452   CE 082 143

Peterson, Norman G.; Mumford, Michael D.; Borman, Walter C.; Jeanneret, P. Richard; Fleishman, Edwin A.; Levin, Kerry Y.
O*NET Final Technical Report. Volume I and Volume II and Volume III.
SPONS. AGENCY- Utah State Dept. of Workforce Services, Salt Lake City.; Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 97
NOTE- 1533p.; Subcontractors include Personnel Decisions Research Institutes, Inc., Management Research Institute, Inc., Jeanneret & Associates, Inc., and Westat, Inc. For related O*NET Report, see CE 082 141.
LANGUAGE- English
EDRS Price- MF12/PC62 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *Career Education; Career Exploration; *Career Information Systems; Certification; Classification; Computer Uses in Education; Data Collection; Databases; Educational Research; Field Tests; Information Needs; Information Services; Information Utilization; Interest Inventories; Job Analysis; Measurement Techniques; Models; Needs Assessment; *Occupational Information; Online Searching; Postsecondary Education; Program Development; Relevance (Information Retrieval); Research Methodology; Secondary Education; Subject Index Terms; *Test Construction; Test Content; Test Validity; Use Studies; User Needs (Information); User Satisfaction (Information); Users (Information); Work Experie *Dictionary of Occupational Titles; *O Net
IDENTIFIERS- *Dictionary of Occupational Titles; *O Net

This document contains the three volumes of the technical report for development of the prototype of the Occupational Information Network (O*NET), which is intended to replace the "Dictionary of Occupational Titles." "General Introduction" (Norman G. Peterson) presents an overview of O*NET's purpose, content, and structure. "Research Method: Development and Field Testing of the Content Model" (Norman G. Peterson, Michael D. Mumford, Kerry Y. Levin, Jim Green, Joseph Waksberg) details the methodology used to assess the meaningfulness and

Descriptions) (141)
DESCRIPTORS- *Adolescents; *Anxiety; At Risk Persons; *Children; Counseling Techniques; *Early Intervention; Foreign Countries; *Guidelines; Mental Health Workers; National Norms; Outcomes of Treatment; Prevention; Program Development; Psychological Studies; Resilience (Personality)
IDENTIFIERS- *Anxiety Disorders; Australia

Recent studies have suggested that anxiety disorders in childhood may be prevented and treated with early intervention programs. It is essential that guidelines are available for health professionals to use in the development of these programs. Following an introductory chapter, chapter 2 explains the rationale for early intervention. Chapter 3 presents an overview of anxiety in children and adolescents and includes the nature, types, and prevalence of anxiety disorders. A discussion of the risk and protective factors for anxiety disorders is included in chapter 4. Chapter 5 reviews existing early intervention programs for anxiety disorders with children and adolescents. This is followed by a discussion of practical issues in chapter 6 and some steps in planning and implementing early intervention programs in chapter 7. (Contains 132 references.) (JDM)

ED 455 472   CG 031 065

Sanders, Matthew R.; Gooley, Shylaja; Nicholson, Jan
Early Intervention in Conduct Problems in Children. Clinical Approaches to Early Intervention in Child and Adolescent Mental Health, Volume 3.
PUB DATE- 00
NOTE- 139p.; For volume 2, see CG 031 064.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Behavior; *Behavior Problems; *Children; *Early Identification; Foreign Countries; *Guidelines; Interdisciplinary Approach; Mental Health Workers; National Norms; Preschool Children
IDENTIFIERS- Australia

Conduct problems represent a complex set of symptoms and can have a range of negative effects in many areas of a child's life, including ongoing development; family functioning; peer relationships; and learning. These problems generally appear during the preschool years and early identification and intervention are critical to their treatment. This book serves as a reference guide to assist mental health professionals to detect and treat some forms of conduct problems in children during their early years. The guidelines may also be helpful for parents and teachers working with children's behavior problems. The development of these guidelines is based on a multidisciplinary approach and principles outlined by the National Health and Medical Council in Australia. Following an introduction in chapter 1, chapter 2 includes classification of conduct problems and describes the course; outcomes; prevalence; and risk factors for conduct problems in children. Chapter 3 contains a discussion of the identification, assessment, and diagnosis of conduct problems in children. Chapter 4 considers the efficacy of the main psychological intervention in management of conduct problems along with a review of pharmacological management. Chapter 5 discusses emerging themes for future direction in early intervention.

This study draws on the stories of seven adults and their experiences of being illiterate; illiteracy is examined within the context of their lives. A remedial program was negotiated with the participants--they chose what they read and what they wrote about. These choices served as the basis for discussion, demonstration, and the application of remedial strategies. Participants were required to read every night for 10 minutes and to write for 10 minutes. To become writers, they had to write despite their vulnerability, since it was the only way to overcome the fear and trepidation often associated with being exposed on a piece of paper. Three to four hours were set aside to discuss the participants' reading histories, memories of schooling, family support and reading habits, how they coped with failure, and knowledge of the reading/writing processes. At weekly meetings they were observed reading and writing. Additionally, participants nominated for interview someone who understood their literacy failure. After ceasing the remedial program, follow-up interviews were conducted. Findings suggest fear of failure and lack of literacy success go hand in hand. Whenever participants confronted texts, they were reminded of the humiliation attached to previous unsuccessful experiences, and they relived the experience in every subsequent literacy attempt. Confronting the problem was crucial. When participants identified real purpose for reading, it had to be important enough to outweigh any reason for remaining tethered to past literacy experiences. (NKA)

ED 455 495   CS 014 434

Bradley, J.; Bradley, K. Sue
Facilitating the Research Process for Struggling Readers.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Thinking; *Critical Thinking; Elementary Education; Learning Activities; *Reading Difficulties; *Research Skills; Skill Development; *Student Research
IDENTIFIERS- Research Training

Too often students enter high school without being exposed to the research process and are often overwhelmed by the complex task of selecting and narrowing of a topic, developing research questions, writing the text, and appropriately documenting sources. This paper delineates specific learning activities that will simplify the process to make it manageable for developing readers and writers. The paper's literacy lessons emphasize both creative and critical thinking. It is divided into the following sections, one for each of the learning activities: Inquiry Chart; Computer Application; Notetaking: Pass the Notecard; and Cubing: An Expanding Technique To Stimulate Higher Order Thinking. (Contains 17 references.) (NKA)

ED 455 496   CS 014 436

Ediger, Marlow
Reading and the Curriculum.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

contains suggested activities for these lessons: Lesson 1: Portraits of Children: Developing Criteria; Lesson 2: Status Portraits: Using the Criteria; Lesson 3: American Portraits in History: Using the Criteria; Lesson 4: Portraits in Pictures and Words; Lesson 5: Subjects and Their Work; Lesson 6: Self-Portraits; and Extending the Lesson. The lesson plan provides detailed information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels and approximate length of time required for each lesson; and outlines national standards for social studies, arts, and language arts covered in the lessons. (Lists 7 recommended readings for younger readers, and 18 related Internet links.) (NKA)

ED 455 515 CS 217 609

In Old Pompeii. Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Council of the Great City Schools, Washington, DC.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancient History; *English Instruction; Geography; *History Instruction; Interdisciplinary Approach; Intermediate Grades; *Language Arts; Lesson Plans; Secondary Education; Social Studies; World Wide Web
IDENTIFIERS- *Pompeii

In this Web-based interdisciplinary lesson (involving social studies, geography, history, and language arts) students take a virtual field trip to the ruins of Pompeii to learn about everyday life in Roman times, then create a travelogue to attract visitors to the site and write an account of their field trip modeled on a description of Pompeii written by Mark Twain. Major learning objectives include: to learn about the history of Pompeii and its destruction; to gain insight into the past through archaeological interpretation; and to synthesize historical information through imaginative writing. The lesson plan (which may take 2-3 class periods) begins with a guiding question: "What can we learn about life in Roman times from the ruins of Pompeii?" Seven specific learning activities explore that question. They include material from numerous online resources and Web sites which students use to explore the lesson. Suggestions for extending the lesson are also included. The lesson plan: provides detailed information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels and time required for each lesson; and outlines national standards for English language arts, social studies, and geography covered in the lesson. Contains extensive lists of Web sites and other resources. (SR)

ED 455 516 CS 217 611

If You Were a Pioneer on the Oregon Trail. Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 01
NOTE- 13p.; Other EDSITEment partners are the Council of the Great City Schools, the WorldCom Foundation, and the National

PUB DATE- 01
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; *Critical Viewing; *Cultural Awareness; Elementary Education; Global Approach; *Literacy; Middle Schools; *Moral Development; Multimedia Materials; Values Education
IDENTIFIERS- Community Ties; *Moral Education; *Multicultural Literature; Trade Books

The essays collected in this book highlight the important links among home, school, and global society that will help students understand one another and contribute to a cohesive community. They describe the work of educators and children, and the materials and strategies they use to explore values such as compassion, caring, sharing, respect, and appreciation of cultural differences. The contention is that literature, multimedia, and literacy events can be used to promote not only the language arts, but also student choice, cooperative learning, and critical thinking. After an introduction by the editors, under Section 1 (Student-Teacher Connections) are the following essays: (1) "Children Reading Meaning in Their Stories and Lives: Connecting with Student Response" (Cynthia Benton DeCorse); and (2) "Critical Media Literacy and Values: Connecting with the 5 Ws" (Ann Watts Pailliotet). Under Section 2 (Home-School Connections) are these essays: (3) "The ABCs of Cultural Understanding and Communication: Teacher Assistants Learn To Respect, Appreciate, and Apply Differences in Literacy Instruction" (Shelley Hong Xu); (4) "Connecting Home and School Values through Multicultural Literature and Family Stories" (Brigette B. Laier; Patricia A. Edwards; Gwendolyn T. McMillon; Jennifer D. Turner); and (5) "Beware of Literacy Software: Connecting with Home and School Values" (Cathy Leogrande). Under Section 3 (Content Area Connections) are these essays: (6) "Historical Fiction Picture Books and Values: An Author's Reflections" (Deborah Hopkinson); (7) "Technology and Values: Connecting with Classroom Literacy Learning" (Elizabeth A. Baker); and (8) "Inquiry and Literacy Learning in Science: Connecting in a Classroom Community" (Patricia Ruggiano Schmidt). Under Section 4 (Schoolwide Connections) is this essay: (9) "Schoolwide Approaches for Teaching Values through Literature and Multimedia: Connecting across Classrooms" (Matthew L. Davidson). Under Section 5 (Global Connections) are these essays: (10) "Multicultural Books and Values: Connecting with People and Places" (Jane Kurtz); (11) "Magical Tales and Values: Connecting with Heroes and Sheroes" (Ann Watts Pailliotet and Michelle Refvik Shaul); and a concluding essay, "Unraveling the Curriculum of Global Values" (Ladislaus M. Semali). (NKA)

ED 455 535 CS 217 657

Gessell, Donna A.; Kokkala, Irene
Author-Editor Learning Communities: Writing Science.
PUB DATE- 01
NOTE- 7p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

safeguards; and discipline. The last part of the supplement looks at sexual abuse or harassment of students. Topics addressed here include employee-to-student abuse or harassment, including liability issues; claims under Title IX, such as common-law principles and individual liability; and student-to-student harassment. (RJM)

ED 455 554   EA 030 805

Kronley, Robert A.
Southern Synergy: The Columbia Group, Business and Education Reform.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Accountability; Educational Change; *Educational Policy; Elementary Secondary Education; Equal Education; *Financial Support; *Public Policy; Public Schools; *School Business Relationship; *Teacher Improvement

The Columbia Group is a network of nine state-based organizations that are committed to promoting education reform. Each of these organizations exists and works in a specific and unique environment. Group members are essentially small nonprofit organizations with full-time staffs. The significant success that Columbia Group organizations have had in influencing state policy on behalf of an education reform agenda is not a result of having large staffs or substantial resources, but rather a product of their creativity in transforming relatively small private investments into activities that benefit the public good. This documents provides a snapshot of each of the Columbia Group organizations. These portraits of the network members also demonstrate how the organizations have often adopted similar means to deal with education reform issues. (DFR)

ED 455 555   EA 030 996

Jones, Jeffery C.; Webber, Charles F.
Principal Succession: A Case Study.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Case Studies; Elementary Secondary Education; Leadership; Occupational Mobility; *Principals; Public Schools; *School Community Relationship; School Culture

Principal succession is misunderstood and underutilized as a means of affecting dynamic renewal in school communities. Previously, the replacement of a principal was examined solely through the experiences of principals and teachers. This paper reports on a case study that added the previously neglected perspectives of students, support staff, and parents. The data compiled during the study emerged from personal interviews with the departing principal, the incoming principal, teachers and support staff, parents and children, plus examination of relevant school documents. The study revealed that principal contributes to partnership success and successful characteristics of public/private school partnerships. The paper examines characteristics of corporate/school partnerships, university/school partnerships, and public/private school partnerships. It discusses how types of partnerships (cooperation, coordination, and collaboration) influenced the success of public/private partnerships. It found that highly structured collaborations contributed to a higher degree of mutuality among members. Collaborations lead to successful environments, fewer restrictions to success, and the most positive responses to restrictions. The predominant restriction to creating a successful partnership environment was the tension caused by the differences in cultural norms. The most common characteristic effective in offsetting tension created by these differences was the desire to break down pre-existing stereotypes among those coming from diverse backgrounds. Collaborations were more likely to express the desire to fell barriers and destroy myths about the other partner's environment than the other two partnership types. (Contains 25 references and 6 figures.) (RJM)

ED 455 575   EA 031 109

Miller-Whitehead, Marie
Alabama's Education Report Card, 2000: Significant Predictors of Student Achievement at the District and School Level. Research Brief.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Annual Reports; Comparative Analysis; *Educational Assessment; Elementary Secondary Education; Program Descriptions; School Effectiveness; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- *Alabama

This paper examines Alabama's State Education Report Card for the year 2000. It identifies predictors for student academic achievement at both the district and school levels for 128 public school systems and 1,272 public schools. Separate analyses were conducted for 61 city and 67 county school systems. The variables included number of students, percent of students on free and reduced-price meals, average daily attendance, per-pupil expenditure, drop-out percentages, school-system revenue sources, and percent of system and school employees with bachelor's degrees, master's degrees, or 6-year doctoral administrative licensure. Findings show that significant differences exist between city and county school districts. Some of the disparities between city and county school districts may have been the result of differences in allocation of funds and in participation in programs that are specific to the needs of city or county school districts. The percent of students at the poverty level had a negative effect on achievement at both district and school levels. Student achievement levels were positively affected by postbaccalaureate faculty education, ample funding from local revenue sources, and high attendance. The negative correlation between student achievement and the percent of teachers with bachelor's degrees suggests the need for both continuing

Appendices include a summary of accomplishments--the Alberta Learning Restated Business Plan, 1999-2002, endnotes for results analysis, the impact of government reorganization on ministry goals and performance measures, government organization changes for 1999/2000, and entities' financial information in ministry annual reports. (RT)

ED 455 595   EA 031 155

Verstegen, D. A., Ed.
School Finance Litigation across the States: An Update.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Education Finance Association (Cincinnati, OH, March 22-24, 2001). For Verstegen's AEFA 1999 paper, "School Finance Litigation across the States: What Area State's Core Finance Data Needs?", see ED 433 587.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Early Childhood Education; *Educational Finance; Elementary Secondary Education; State Aid; *State Courts

This report is an update on eight state-level cases: (1) "School Financier Litigation in Minnesota" (Van D. Mueller), which states students are allowed enhanced access to suburban schools and to Minneapolis magnet schools; (2) "School Finance Litigation across the States--New Hampshire" (Van D. Mueller), which states the court ruled that property tax levied to fund education is unconstitutional; (3) "New Jersey School Finance Litigation in the New Millennium" (Margaret E. Goetz), which states the court defined and implemented "thorough and efficient" education; (4) "Update on New York Education Finance Litigation" (Michael A. Rebell), which states the court ruled the current system of school aid distribution invalid and ordered creation of a new system; (5) "Update on Ohio Education Finance Litigation" (Richard G. Salmon), which states political difficulties continue to confound legislation on Ohio's public school financing system; (6) "Update on West Virginia Education Finance Litigation" (Richard G. Salmon), which states plaintiffs ask the court to appoint a commissioner to ensure the West Virginia State Board of Education fulfills its responsibilities; (7) "Wisconsin's Litigation: 'Vincent v. Voight'" (Richard A. Rossmiller), which states the court upheld the constitutionality of the state's school financing system; and (8) "Litigation in Wyoming: 'Campbell II'" (Deborah A. Verstegen), which states the new funding plan was affirmed in part and reversed in part; the case was remanded for further proceedings. (Each paper contains references.) (RT)

ED 455 596   EA 031 172

Camp, William E., Ed.; Connelly, Mary Jane, Ed.; Lane, Kenneth E., Ed.; Mead, Julie F., Ed.
The Principal's Legal Handbook. Second Edition.
PUB DATE- 00
NOTE- 396p.; For first edition, see ED 354 606.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Community Organizations; *Educational Improvement; Elementary Secondary Education; *Partnerships in Education; *Religious Cultural Groups; *School Community Relationship; Spanish; *Teleconferencing; Videotape Recordings

This Spanish-language videotape provides a live, interactive teleconference where renowned national experts, local educators, and community leaders share ideas on how to improve schools. It focuses on establishing partnerships with faith-based and community organizations to create stronger schools. The audience includes parents, teachers, school administrators, business leaders, civic and community activists, college faculty, and others. (PKP)

ED 455 616 EA 031 236

The Good News in Education: Best Practices in School and Community Partnerships. Satellite Town Meeting #75 (January 16, 2001). Spanish Language Version. Videotape .
PUB DATE- 01
NOTE- 0p.; For the English version, see ED 451 620.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Feature Stories; Meetings; *Partnerships in Education; Public Schools; *School Community Programs; School Community Relationship; Spanish; Videotape Recordings
IDENTIFIERS- *National Education Goals 1990

This Spanish language video presents some of the best good news stories from schools and communities in the past 3 years' Satellite Town Meeting broadcasts. This Satellite Town Meeting features several stories where schools and communities are working together to improve reading, math, teaching, technology, early childhood programs, and many other important issues for education. (PKP)

ED 455 617 EA 031 237

Learning Everywhere: Afterschool and Summer Programs for Youth. Satellite Town Meeting #71 (June 20, 2000). Videotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *After School Programs; Elementary Secondary Education; *Learning Activities; *Partnerships in Education; *School Community Relationship; *Summer Programs; Videotape Recordings

Schools and communities are finding new ways to provide students with quality learning opportunities outside the traditional school day. Statistics reveal that as many as 5 million children may be left alone at home each week while parents work. Before- and afterschool programs, summer learning activities, and mentoring and tutoring efforts are designed to keep kids safe during the hours they may be without adult supervision. This videotape explores the ways families, communities, businesses, and schools can provide safe, enriching, and fun approaches to learning in afterschool and summer programs. Secretary Riley and his guests discuss the need for quality programs, the ways these programs help working families, how parents, school board members and community

PUB DATE- 00
NOTE- 17p.; Paper presented at the Biennial Meeting of the Division on Mental Retardation and Developmental Disabilities (Baltimore, MD, October 12-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Coping; *Developmental Disabilities; Elementary Secondary Education; *Family Relationship; Mental Retardation; *Mothers; *Parent Attitudes; Self Care Skills; *Spina Bifida; *Stress Variables

This paper discusses the findings of a research study that compared 191 families of children with spina bifida and 145 families of children with mental retardation. Findings include: (1) mothers of children with developmental disabilities (DD) perceived that they experienced more poor health/mood problems than the mothers of children with Spina Bifida; (2) mothers of children with DD perceived that they worried more about their children than the mothers of children with spina bifida; (3) mothers of children with DD perceived that they experienced more problems due to low integration of the child with the disability into the family; (4) mothers of children with DD perceived that their sons and daughters have more personality and behavior problems than the mothers of children with spina bifida; and (5) mothers of children with spina bifida perceived that their children have more problems in the area of self-care than the mothers of children with DD. The paper identifies the following strategies for collaborating with families: maintain confidentiality, provide emotional support in a non-judgmental way, recognize that parenting is a specialized discipline, provide open and accurate information about normal development and necessary services, and make meaningful attempts to involve parents. (CR)

ED 455 637 EC 308 525

Singh, Dalar K.
I Will Make It: Disabled and Different.
PUB DATE- 00
NOTE- 18p.; Paper presented at the combined Symposium of the Council for Exceptional Children and the Division for Culturally and Linguistically Diverse Exceptional Learners (Albuquerque, NM, October 12-13, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Case Studies; Cultural Awareness; *Cultural Differences; Cultural Influences; Demography; Elementary Secondary Education; *Family Relationship; Family School Relationship; *Indians; *Moral Values; *Parent Teacher Cooperation; *Spina Bifida

This paper reports a case study of Rajesh, a highly motivated and successful Asian Indian youth who has a severe form of spina bifida, a complex condition of the central nervous system. The paper also describes the demographics and discusses the child rearing practices of Asian Indian families, explains family structure and role relationships in Asian Indian culture, discusses the value and belief systems of Asian Indian families, and delineates the communication styles that are utilized by Asian Indian families. Asian Indians are described as having a group orientation interdependent within the family, valuing the importance of academic achievement, valuing

ED 455 656 EC 308 544

Ahearn, Eileen
Public Charter Schools and Students with Disabilities. ERIC Digest E609.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Charter Schools; Compliance (Legal); Decision Making; *Disabilities; Elementary Secondary Education; Federal Regulation; Nontraditional Education; *Public Schools; Regular and Special Education Relationship; School Based Management; School Choice; School District Autonomy; *School Policy; *Special Education

This digest examines the unique nature of public charter schools, explains their obligations to students with disabilities, and presents the results of two federally funded studies of special education in charter schools. It finds wide variations among the 37 states which permit charter schools. The digest stresses the importance of the legal identity of the charter school, such as whether the school is an independent local education agency or tied in varying degrees to a larger district. Among the studies' findings are the following: enrollment of students with more significant disabilities in charter schools is relatively rare; most schools have little data to document the impact of their programs on students with disabilities; and most charter school operators have limited understanding of special education funding sources. Two critical policy conflicts are identified: (1) team vs. parental choice in educational decision making; and (2) charter school autonomy vs. regulation of special education. The digest concludes that charter schools need to be connected with a special education infrastructure. (Contains 10 resources.) (DB)

ED 455 657 EC 308 545

Feldhusen, John F.
Talent Development in Gifted Education. ERIC Digest E610.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Ability Identification; Elementary Secondary Education; *Gifted; *Talent; Talent Development; *Talent Identification; Teaching Models; Theory Practice Relationship
IDENTIFIERS- ERIC Digests

This digest paper presents a model for the education of gifted children and youth based on the concept of talent development and suggests specific ways to identify and develop talent. New conceptions of intelligence and talent developed by Sternberg, Gardner, and Gagne are noted. Feldhusen's and Wood's model of talent recognition and development is explained, noting that

Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Case Studies; *Conferences; *Educational Facilities Design; Elementary Secondary Education; Public Schools; Workshops
IDENTIFIERS- *Learning Environment

This paper explains how ideas were exchanged between Americans and Europeans during a conference held by the Committee on Architecture for Education. The subject was the future of school design, including the shape of the school and the way that changing educational methods are affecting school buildings. Case studies presented during the conference were: "Open and Flexible Spaces"; "Designing a Place for Problem Solving: The Center for Applied Technology and Career Exploration"; Designing for the Unknown"; "School Size and Quality: What Does This Mean for the Future"; "Creating a Building Design for an Integrated Approach to Teaching and Learning"; "The School as a Building for Lifelong Learning"; "Concept Development as the Key to Innovative Accommodation"; and "Mapping Physical and Virtual Learning Environments." The highlighted workshops explored six themes in school design: location, space, time, scale, cost, and context. Participants were challenged to consider the effects of these specific elements within the design process. (GR)

ED 455 680 EF 005 993

Nathan, Joe; Febey, Karen
Smaller, Safer, Saner, Successful Schools.
PUB DATE- 01
NOTE- 66p.; Additional support received by Knowledge Works Foundation, North Central Regional Educational Library, and Scheffer Lang.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; Charter Schools; *Educational Environment; Educational Research; Elementary Secondary Education; Public Schools; *School Effectiveness; *School Safety; *Small Schools; Student School Relationship
IDENTIFIERS- Graduation Rates

This report provides brief case studies of 22 public school buildings in 12 states, representing urban, suburban, and rural communities, including both district-run and charter public schools. The studies demonstrate the schools' ability to improve academic achievement and behavior in safe, nurturing, and stimulating environments. The researchers say the case study analysis reveals that on average, smaller schools can provide a safer and more challenging school environment that creates higher academic achievement and graduation rates, fewer disciplinary problems, and greater satisfaction from families, students, and teachers. Also, schools that share facilities with other organizations offer broader learning opportunities for students, provide higher quality services to students and their families, and present a way to efficiently use tax dollars. (GR)

ED 455 681 FL 026 769

Thompson, Katrina Daly; Schleicher, Antonia Folarin
Swahili Learners' Reference Grammar. African Language Learners'

Language Learning; Textbooks; Uncommonly Taught Languages
IDENTIFIERS- *Arabic (Iraqi); *Iraq

This book is an introductory textbook for those with no previous knowledge of Arabic or for those who know Arabic but want to learn the Iraqi dialect. The book is divided into 16 lessons: "Arabic Alphabet and Vowels"; "Greetings and Courtesy Expressions"; "Asking for Directions"; "Arrival at Baghdad Airport, Part I"; "Arrival at Baghdad Airport, Part II"; "Taking a Taxi"; "At the Rashied Hotel"; "Introductions"; "Speaking Arabic"; "Telling Time"; "Visiting the Iraqi Museum"; "Trip to Babylon"; "At the Bank"; "At the Post Office"; "In the Restaurant"; and "Family and Relatives". There are also Arabic-English and English-Arabic glossaries and a list of abbreviations and symbols. (KFT)

ED 455 703 FL 026 847

Meratier-Decloty, Guilhene
Why Learn French for Business in 2001?
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; Foreign Countries; *French; International Trade; Second Language Instruction; *Second Language Learning
IDENTIFIERS- France; Non European Francophone Areas

This essay makes the case for why it is worth learning French for business purposes, even though it is acknowledged that English is increasingly the lingua franca of international business, science, technology, and the Internet. It is asserted that French is still the dominant language in some important markets, and being able to conduct business in French will give the user a significant edge in dealing with French or Francophone customers. (KFT)

ED 455 704 FL 026 857

Boruszczak, Bohdan, Comp.; And Others
Vzaiemyny mizh liud'my: uchnivs'kyi zoshyt (Relationships: Student Activity Book) and Vzaiemyny mizh liud'my: vidpovidi do uchnivs'koho zoshyta (Relationships: Answer Key to Student Activity Book). Collage 2: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 01
NOTE- 86p.; For related Ukrainian student activity and answer key documents, see FL 026 858-60 and 867-70. Funded by Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Background; *Cultural Education; Ethnic Groups; Foreign Countries; Heritage Education; Instructional Materials; Literature; Pattern Drills (Language); *Reading Materials; Second Language Instruction;

education. The proposals cover: (1) the objectives and principles of quality assurance; (2) an approach to quality assurance based on external audit principles; (3) the collection and publication of information; (4) reporting and followup; and (5) implementation. The document is being sent for consultation and comment to all higher education institutions and further education institutions funded by the Higher Education Funding Council for England. The proposed approach is analogous to the external financial audit of organizations with well-developed internal audit systems. The presumption is that each institution will monitor its own quality and standards through internal procedures; the external element will "audit," on a selective basis, the robustness and effectiveness of the internal framework. Responses are invited. An attachment lists task group terms of reference. (SLD)

ED 455 726 HE 034 182

Macfarlane, Bruce, Ed.; Ottewill, Roger, Ed.
Effective Learning & Teaching in Business & Management.
PUB DATE- 01
NOTE- 208p.; Published by Kogan Page Limited in association with the Institute for Learning and Teaching and "The Times Higher Education Supplement."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business; Business Administration; *Business Administration Education; *Curriculum Development; Educational Practices; *Learning; Lesson Plans; Student Evaluation; *Teaching Methods

This book is a guide to surveying and understanding the key issues, best practices, and new developments in business and management studies. The chapters focus on teaching and learning in business and management education. The chapters are: (1) "Traditions and Tensions" (Bruce Macfarlane and Roger Ottewill); (2) "Understanding Learners" (Roger Ottewill and Bruce Macfarlane); (3) "Educational Challenges" (Roger Ottewill and Bruce Macfarlane); (4) "Aims, Objectives and Learning Outcomes" (Roger Ottewill and Bruce Macfarlane); (5) "Learning, Teaching and Assessment Activities" (Roger Ottewill and Bruce Macfarlane); (6) "Integration" (Bruce Macfarlane and Roger Ottewill); (7) "Reflection and Evaluation" (Bruce Macfarlane and Roger Ottewill); (8) "Business Environment" (Ranald Macdonald); (9) "Business Organisation" (Ardha Danieli and Alan B. Thomas); (10) "Business Ethics" (Bruce Macfarlane and Roger Ottewill); (11) "International Business" (Karina Jensen); (12) "Strategic Management" (Peter L. Jennings and June Fletcher); (13) "Marketing" (Andrew Perkins); (14) "Innovation and Entrepreneurship" (Philippa Gerbic and Andrew McConchie); (15) "Anticipating the Future" (Bruce Macfarlane and Roger Ottewill); and (16) "Professional Development" (Roger Ottewill and Bruce Macfarlane). Each chapter contains references. (SLD)

ED 455 727 HE 034 183

The Blue Book: Accounting, Recordkeeping, and Reporting by Postsecondary Educational Institutions for Federally Funded Student Financial Aid Programs.

Madkins, Jerry B.; Mitchell, Charles E.
Establishing a "Level Playing Field" for Minority Students on Predominantly Anglo University Campuses.
PUB DATE- 00
NOTE- 17p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000). Based on data collected for a 1999 study by J. Madkins and C. Mitchell.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; *College Students; Ethnic Groups; Higher Education; Hispanic Americans; Low Achievement; *Minority Groups; *Student Adjustment
IDENTIFIERS- *White Colleges

This paper draws on data from a previous study to explore the existence of institutional racism at traditionally all-white institutions and the steps that an institution can take to address the possible hostile environment of a nearly all-white institution. Data on college mathematics and core curriculum achievement from the earlier study showed differences in performance favoring Caucasian students over African American and Hispanic American students. Faculty members at the institution studied suggested that minority students were less well prepared or that they did not really care about their studies. Students believed that they were negatively stereotyped by their instructors and by the institution as a whole. In addition, minority students seldom have a place off campus where they can relax and escape academic pressure. Administrators must insure that instructors and student leaders on campus are aware that adjusting to campus life can be harder for some minority students. The obstacles that minority students face can easily form a barrier that students will not overcome. Aggressively recruiting students to a predominantly Anglo campus may be an injustice unless the institution supports their success aggressively. (SLD)

ED 455 748   HE 034 222

Mulvey, Patrick J.; Nicholson, Starr
Enrollments and Degrees Report. AIP Report.
PUB DATE- 01
NOTE- 14p.; For the previous "Enrollments and Degrees Report," see ED 446 623.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *Degrees (Academic); Educational Trends; *Higher Education; *Physics; Sex Differences; Tables (Data); Trend Analysis; Undergraduate Students

In fall 1999, the 762 degree-granting physics departments in the United States were asked to provide information on their current enrollments and recent degrees, and data were received from 93% of the departments. The number of individuals receiving physics bachelor's degrees was at a 40-year low, with 3,646 degrees conferred in the class of 1999. The representation of women among degree recipients, however, reached a new high, with women earning 21% of the physics bachelor's degrees. Graduate student enrollments in physics

Clariana, Roy B.
A Connectionist Model of Instructional Feedback Effects.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Simulation; Feedback; High School Students; High Schools; Information Networks; *Learning Strategies; Memory
IDENTIFIERS- Connectionism; Instructional Algorithms; Neural Networks

Connectionist models apply various mathematical rules within neural network computer simulations in an effort, among other things, to mimic and describe human memory associations and learning. Learning involves the interaction of information provided by instruction with existing information already in the learner's memory (Ausubel, 1968; Bruner, 1990). When a learner commits to a lesson response, that response reflects the learner's immediate understanding of that instructional instance, thus initial lesson response (ILR) provides a measure of a learner's existing information. Describing what happens to memory traces of ILRs that are errors is necessary for determining whether errors interfere with attaining correct responses, and so is one key to understanding how feedback works. Among a number of connectionist learning rules, the delta rule (Shanks, 1995; Widrow & Hoff, 1960) is one of the simplest and most common that includes the effects of feedback on learning. Clariana (1999) has suggested that a connectionist approach using the delta rule can be used to predict posttest memory activation levels of ILR errors and of correct responses for immediate and delayed feedback. This experimental investigation provides empirical support for the potential of a connectionist approach to predict instructional feedback effects. Posttest data from high school students is compared to values predicted by the delta rule. Results and implications are provided. (Contains 27 references.) (AEF)

ED 455 768   IR 020 724

Ebersole, Samuel E.
Uses of the World-Wide Web by Adolescents in Public Schools.
PUB DATE- 00
NOTE- 14p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; *Computer Uses in Education; High School Students; High Schools; Middle School Students; Middle Schools; School Surveys; *Student Attitudes; Student Research; Use Studies; *World Wide Web
IDENTIFIERS- Web Sites

NOTE- 11p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Computer Uses in Education; Education; Educational Change; Educational Research; *Educational Technology; Professors; *Publications; Research Methodology
IDENTIFIERS- Association for Educational Communications Tech

The author begins this paper by explaining that in examining 10 works by Ann De Vaney his goal is to see what her writing generally reveals about her playing close attention to people-to research subjects, to subjects otherwise addressed in the works, to readers of her works. The author attempts to address each by asking basic questions: (1) What is the work about, and what are her (and any co-author's) intent and methodology? (2) Who is her audience, and how does she attend to the interests of those she addresses? and (3) What changes in her work and in her attention to people's interests? The following general answers to the guiding questions emerge from the analysis of the 10 works studied. De Vaney writes about 10 different topics which include: aptitude-treatment-interaction and media; teaching critical responses to photographs; a field shift to post-structural and reader reception theories; rules that constitute knowing in the field; how to read the structures of educational television; sexism and racism in educational television programming; the diminishing of children by television programs; degradation of the subject by television ads; a post-structural history reading of the field and the struggle by women in the field; and the need for a postmodern philosophy of educational technology. In many of the works examined, the primary audience is Association for Educational Communications and Technology (AECT) convention goers-researchers, professors, graduate students, and possibly some school media specialists. Otherwise, her audience is educational technology researchers, theorists, and academics generally. The specifics of De Vaney's works change from writing to writing, though they stay within the field of educational technology. After a very short time, her work is more foundational and philosophic in that it seeks wisdom as it deals with very basic issues, and the pieces get stronger. The work is somewhat more subversive over time; it asks readers to resist convention and change the cultural makeup of the field. (Contains 11 references.) (AEF)

ED 455 788 IR 020 744

Reigeluth, Charles M.; Lee, Ji-Yeon; Peterson, Bruce; Chavez, Michael
Formative Research on the Heuristic Task Analysis.
PUB DATE- 00
NOTE- 11p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Development; Educational Technology; High Schools; Instructional Development; *Professional Development; *Secondary School Teachers; *Teacher Education; Training
IDENTIFIERS- Technology Integration

Over a six-year period, a team of staff members in a high school in the Phoenix, Arizona area explored ways to improve student success while simultaneously reducing instructional costs. Technology as a tool for change played a significant role in most of the solutions that were explored. Increasing access to computers and the Internet by students both at school and off-campus resulted in a proposal for implementing both Web-supplemented and Web-based instruction on a school-wide basis. Based on the preliminary work of the school-district technology personnel, it was decided to conduct a thorough review of approaches and strategies for teacher professional development and support in technology integration. It was envisioned that this study would further inform the decision-making process regarding the implementation of Web-based and Web-supplemented instruction at the high school and across the district. The investigation was carried out as a class project in an advanced graduate-level instructional design class at Arizona State University. The class project represents the beginning of a district-university collaborative effort. This paper describes the major findings of the investigation and offers practical strategies for teacher professional development and support. (AEF)

ED 455 807 IR 020 763

Sheu, Feng-Ru
A Design of Electronic Performance Support Systems.
PUB DATE- 00
NOTE- 12p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer System Design; Computer Uses in Education; Doctoral Programs; Educational Technology; Graduate Students; Higher Education; Instructional Systems; Services
IDENTIFIERS- Indiana University Bloomington; *Instructional Systems Design; *Performance Support Systems

The project described in this paper, representing the initial phases of a one-year on-going project, was organized to build a supportive environment for Instructional Systems Technology (IST) doctoral students at Indiana University-Bloomington to help them prepare for the Qualifying exams. An overview is provided of steps taken to create an electronic performance

ED 455 825   IR 020 781

Sawyer, Salley; Moore, Joi
Contextual Considerations for Teaching Online at the Postsecondary Level.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Computer Assisted Instruction; *Distance Education; Higher Education; *Instructional Design; Instructional Development; Learner Controlled Instruction; Online Systems; *Teacher Attitudes; Teaching Methods; Tenure

Designing an online class guided by the principles of learner-centered instruction at the postsecondary level is a daunting challenge for new professors facing the demands of a tenure track position. This paper presents the findings of a pilot project on two junior faculty members' experiences with online course development and teaching in a university setting. The purpose of the study was to identify and describe those experiences in ways that would be useful to academic administrators, and in ways that would provide a robust basis for conducting a larger descriptive study. The professors' responses to the following research questions are provided: How do the professors describe the experience of planning and teaching an online course? How do the professors perceive the demands of teaching a class online compare with the demands of teaching a similar class face-to-face? How do the professors understand the context of online course development and teaching? Findings are discussed in terms of interaction, importance of students' expectations, and pressures in regard to tenure documentation. The study found that an online environment presents challenges unique to the technology, and the recommendation is made that university administrators must recognize such challenges in order to encourage pedagogically sound online instruction. (Author/AEF)

ED 455 826   IR 020 782

Luppicini, Rocci
The Paradox of Constructivist Instruction: A Communicative Constructivist Perspective.
PUB DATE- 00
NOTE- 15p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712. Figures contain illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Cooperative Learning; Educational Change; Educational Development; Educational Needs; Educational Practices; Educational Research; Individualized Instruction; Learner Controlled Instruction; Learning Processes

With the advent of constructivist oriented instruction in

evaluating U.S. business Web sites in Eastern European emerging markets; simultaneous usage of online databases in academic and public libraries; free Web access for identification of traditionally published information; metadata for moving image documents; comparison of environmental databases; new copyright laws; the TopClass experience in distance education; and Web browsing. Titles of presentations at the meeting for which text does not appear in the proceedings are listed. Includes an index. (AEF)

ED 455 845 IR 058 182

Williams, Martha E., Ed.
National Online Meeting Proceedings (21st, New York, New York, May 16-18, 2000).
PUB DATE- 00
NOTE- 531p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Networks; Computer Uses in Education; Databases; Electronic Libraries; *Information Industry; Information Management; Information Retrieval; *Information Technology; Internet; Library Automation; Online Searching; *Online Systems; User Needs (Information); World Wide Web

This Proceedings contains 51 of the 68 papers reviewed and selected by the Organizing/Reviewing Committee for presentation at the National Online Meeting, 2000. The volume begins with the introductory presentation of the Program Chairman, Martha E. Williams, "Highlights of the Online Database Industry and the Internet 2000." The balance of the papers is arranged alphabetically by the primary author's last name, and include the following topics: Web security in academic libraries; health and medical Internet resources; search engine selection for health information questions; information integration technology; issues librarians face in using search engines; digital libraries and their user communities; harnessing technology for better user services; project management approach to digital library development; sharing tools on newspaper Web sites; the information supply and demand chain; barriers and challenges to information retrieval systems; the changing landscape of business research; Web information communities, gatekeepers, "gurus," and users; journals that should still be printed; evaluating IR systems performance; multilingual search engines on the Internet; new methods for evaluating patron needs and electronic resource use in the technological library environment; evaluating the journal base of databases; working online with customers and colleagues; usage of digital libraries from the end-user point of view; users, tasks, the Web and information seeking behavior; building distributed asynchronous learning networks; a digital library resource Web site; machine learning for text categorization; factors influencing the evolution of an information system; Internet versus traditional online; trust in online systems; fluctuations in document accessibility; small business intelligence; predictive models for the effectiveness of data fusion in information retrieval; new model for publishing on the Internet; building a digital library resources unit; international indexing and classification activities of Internet portals; evolving psychology of online use; library services to distance learners across the Pacific; search success in digital libraries versus OPACs; digital rights management; ready reference on the Internet; distance education in virtual classrooms; creating

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Admission Criteria; Colleges; Comparative Analysis; Computer Uses in Education; Curriculum Development; *Delivery Systems; Distance Education; Educational Quality; *Educational Trends; Graduation Requirements; Higher Education; Institutional Characteristics; Integrated Curriculum; Internet; Partnerships in Education; *Preservice Teacher Education; State of the Art Reviews; Student Evaluation; Tables (Data); *Teacher Certification; *Teacher Education Programs; Trend Analysis; Universities; Vocational Education; *Vocational Education Teachers; World Wide Web
IDENTIFIERS- *Career and Technical Education

The status of career and technical education (CTE) teacher preparation programs was examined through a survey sent to all CTE program chairs and teacher educators with administrative responsibilities. The survey was also posted on the World Wide Web. Data were received from 227 programs from 164 institutions (response rate, 44%). Ten percent of the responses were obtained from the Web survey. The respondents reported that their teacher preparation programs remain very traditional from the standpoints of course structure and delivery. However, many respondents stated that they planned to double their distance education course offerings via the World Wide Web within the next 3 years. With an average of 6 credits per program, the teacher preparation curriculum was emphasizing academic-technical integration, an area that did not appear in the curriculum 10 years ago. Overall, the number of CTE teacher education programs had declined by approximately 11% over the past 10 years. The following items are among those appended: list of respondents by institution and program areas; characteristics of program administration; grade-point average requirements for program entry, exit, and transfer; and numbers/types of program entry and exit criteria listed by respondents.) (Contains 35 tables, 26 references, and 11 figures.) (MN)

ED 455 368   CE 081 978

Bloom, Dan; Michalopoulos, Charles
How Welfare and Work Policies Affect Employment and Income: A Synthesis of Research.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Grant (W.T.) Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Alcoa Foundation, Pittsburgh, PA.; George Gund Foundation, Cleveland, OH.; Anheuser-Busch Companies, Inc., St. Louis, MO.; New York Times Foundation, NY.; Open Society Inst., New York, NY.; Ambrose Monell Foundation, New York, NY.; Grable Foundation, Pittsburgh, PA.
PUB DATE- 01
NOTE- 92p.; Support also provided by BP on behalf of the Heinz Arco, Family and Union Carbide Foundations. Part of the Next Generation project, which also includes University of Texas, Austin, Northwestern University, University of California, Los Angeles, Kent State University, University of Michigan, New York University, and Social Research and Demonstration Corporation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

suburb of Houston, Texas). The story of each school is framed by a common set of essential questions: (1) who or what creates the impetus for reinventing an existing high school or inventing a new one; (2) how, and under what circumstances, external resources, pressures, or supports act as a stimulus or a deterrent to reform; (3) what is the role of the school district in promoting reform in its high schools; (4) why and how those leading the change create a vision and set of strategies; (5) how a school develops and maintains the traction for continuous improvement; (6) what major obstacles and barriers a school faces in reinventing or inventing itself; and (7) how schools keep a focus on equity, especially as new dilemmas emerge, e.g., in the balancing of choice and equity. (YLB)

ED 455 384   CE 081 999

Kazis, Richard
Youth Councils and Comprehensive Youth Planning: A Report from Eight Communities. School-to-Work Intermediary Project. Issue Brief.
PUB DATE- 01
NOTE- 22p.; Project coordinated by Jobs for the Future and New Ways To Work.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Coordination; Community Programs; *Community Resources; *Education Work Relationship; Federal Legislation; Institutional Cooperation; Needs Assessment; Out of School Youth; *Program Development; *Resource Allocation; Secondary Education; Youth Employment; Youth Opportunities; Youth Problems; *Youth Programs
IDENTIFIERS- *Workforce Investment Act 1998; *Youth Councils

This report focuses on the potential of Workforce Investment Act Youth Councils (YCs) to become proponents of and planners for coordinated youth services and to advocate for improved outcomes for in-school and out-of-school youth, whether a person qualifies for services under the act or not. The study reviews plans and strategies of YCs in these eight communities: Albuquerque, New Mexico; Cape Cod and the Islands, Massachusetts; Gloucester County, New Jersey; Kansas City, Missouri; New Haven, Connecticut; Philadelphia, Pennsylvania; San Diego, California; and Sonoma County, California. Focus is on key aspects of the evolution of each of these communities' efforts to date, including the YC's mission, composition, and structure; initial planning activities, such as resource mapping; the strategy embodied in their Requests for Proposals from service providers; and variations in how these communities intend to ensure that required services are available to young people. The final section draws these conclusions: history matters; money matters; alignment of youth programming does not require centralized control of youth resources; year-round programming poses challenges of design and coverage; YCs must balance strategies for engaging employers with strategies for meeting other youth needs; and specific strategies are needed to engage school districts and keep them engaged. Appendixes include a matrix that defines options available to YCs along a continuum from narrow to comprehensive. (YLB)

ED 455 385   CE 082 000

Heinrich, Janet
Nursing Workforce: Emerging Nurse Shortages Due to Multiple

internships, share facilities, and recruit short-term faculty from industry; (2) partnerships among college administrative computer divisions and instructional programs; (3) continued industry reviews of curriculum; (4) curriculum that includes nontechnical competencies such as communications, problem solving, and teamwork; (5) emphasis on lifelong learning; (6) continued instructor contact with industry to become aware of trends; and (7) a field-based component in every curriculum. (Questions for the curriculum review and future issues are appended to the document.) (KC)

ED 455 401 CE 082 029

Kirmayer, Paul, Ed.; Michaelson, Serena T., Ed.
Adult Education in Israel IV.
PUB DATE- 98
NOTE- 196p.; For volume I, see ED 371 126; for volumes II-III, see ED 410 392; for volume V, see CE 082 030. Articles originally appeared in the Hebrew-language adult education publication "Gadish." ISSN listed as 0793-033-033.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; Adult Basic Education; *Adult Education; Adult Literacy; Andragogy; Citations (References); *Community Education; Community Involvement; Community Role; Computer Uses in Education; *Continuing Education; *Cultural Context; Developed Nations; Educational Philosophy; *Educational Practices; Educational Radio; Educational Technology; Educational Television; Foreign Countries; Hebrew; Jews; *Judaism; Lifelong Learning; Partnerships in Education; Popular Education; Postsecondary Education; Schools; Theater Arts

This fourth journal edition, oriented towards the topic of adult education and the community in Israel, focuses on these two major themes: the different approaches to analyzing and understanding the community, its populations, and its connection to adult education; and educational institutions and cultural entities within the community. Seventeen papers are included, organized in five parts. Part I, New Directions in Adult Education, includes "New Directions in Continuing Education: Towards the 21st Century" (Peter Jarvis) and "Judaism as a model for the Creation of a Learning Society" (Jonathan Mirvis). Part II, Adult Education and the Community: Approaches and Populations, contains the following five papers: "An Andragogic-Developmental Model in Community Work" (Rachel Tokatli); "Schools for Community Activists: A Report of the First Decade's Experience" (Alan S. York and Hank Havassy); "The Contribution of Adult Education in the Family in the Community" (Rina Cohen); "Basic Education for Immigrant Adults Hagoshrim Project" (Yaffa Schuster); and "Returning from the Dark" (Graciella Spector). These six papers make up Part III, Educational Institutions and Cultural Creativity within the Community: "The Community School--Education via Partnerships" (Yardena Harpaz); "The Popular University--The Classic Model vs. the Community Model" (Paul Kirmayer); "'Tehila' in the Community" (Ora Grabelsky); "Nine Principles in Creating a Community Play" (Yossi Alfi); "The Community Is on Both Sides of the Lens" (Ze' ev Zahavi); and "Regional Radio" (Yossi Alfi). Part IV, Happenings, includes these three papers: "Hamburg Statement: Adult Education in Israel" (Meir Peretz); "From Hamburg to Israel: What Must Be Done and What Can Be Done in Adult Education" (Eitan Israeli); and "Learning to Live Together--Middle East Educators' Meetings" (Magi Koren). Part

Whiteman, Jo Ann M.
Business Curriculum Development in the Community College.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; *Business Education; *Community Colleges; Cooperative Education; Coping; *Curriculum Development; Daily Living Skills; Employment Qualifications; Individual Development; Internship Programs; Job Analysis; *Job Skills; *Labor Force Development; Literacy; Models; Numeracy; Prior Learning; Problem Solving; School Business Relationship; Self Actualization; Two Year Colleges; Vocational Education; Work Experience Programs

As a source of trained workers, postsecondary schools need to develop a curriculum that encourages critical thinking and provide an environment that helps students to understand the changing economy. The curriculum should be based on the student's experiences and interests and should prepare one for life situations. In the business curriculum, three developmental curriculum models are used to analyze job requirements in a specific work context so educational programs can be developed to prepare future employees. The skills component model describes job duties, tasks, skills, and broad competencies. The professional model takes a holistic approach and looks at understanding job requirements in specific work settings or social contexts. The general components model differs from the first two in that it extends beyond the requirements of a single job category or occupational group, and broad job requirements are used for developing a curriculum necessary for all students and for many different jobs. Community colleges' response to employers' complaints about the work readiness of those they hire has been to integrate content into occupational programs so graduates will have basic reading, writing, and mathematical skills, as well as some of the higher-order or problem solving skills demanded by the business community. Another part of the curriculum that prepares graduates for the workplace is work-based learning experiences, such as internships or cooperative education. (Contains 15 references.) (YLB)

ED 455 419   CE 082 060

Whiteman, Jo Ann M.
Relevance of Education & Training in a Business Environment.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Business Education; Change; Change Strategies; Computer Mediated Communication; *Computer Uses in Education; Corporate Education; Cost Effectiveness; Curriculum Design; Curriculum Development; *Distance Education; Education Work Relationship; Flexible Scheduling; Graduate Study; Higher Education; Industrial Training; Inplant Programs; *Job Skills; *Labor Force Development; Lifelong Learning; Management Development; Online Courses; Organizational Change; Postsecondary Education; Productivity; Professional Continuing Education; Relevance (Education); School Business Relationship; Staff Development; Vocational Education

Washington, DC.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Beginning Teacher Induction; Career Education; Education Work Relationship; Educational Certificates; Educational Quality; Educational Trends; Futures (of Society); High Schools; Higher Education; Inservice Teacher Education; Integrated Curriculum; *Knowledge Base for Teaching; Standards; *Teacher Certification; Teacher Competencies; *Teacher Education; Teacher Education Programs; *Teacher Effectiveness; Teacher Recruitment; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Career and Technical Education

This proceedings was held to help states, universities, and local education agencies discuss and debate the current state of teacher education in the field of career and technical education (CTE). Section 1 presents these two opening addresses: "Educating CTE Teachers" (Patricia W. McNeil) and "Preparing Teachers for the Challenge of Education in the Next Century" (Bruce Alberts). Section 2 discusses and debates issues related to a 21st century vision of CTE: role of academics in CTE, structuring of teacher education programs, how best to connect instruction to the work world, and purpose of CTE. Section 3, on content and structure of CTE teacher education, focuses on what teachers should know and be able to do; improving initial preparation; providing support to new CTE teachers; and building the knowledge base of existing CTE teachers. Section 4 addresses how to improve recruitment of future CTE teachers. Section 5, on quality assurance in CTE teaching, describes two groups contributing to the teacher quality standards movement: National Board for Professional Teaching Standards and National Council for Accreditation of Teacher Education. A conclusion summarizes the major points that authors say the CTE leadership community agrees upon: what all students should know and be able to do when they graduate from high school and what learning experiences will get them there; what CTE teachers need to know and be able to do to make this happen; what academic teachers need to know and be able to do to work constructively with CTE teachers; and what changes in teacher education are needed to provoke the kind and quality of teaching America's students need. Appendixes include the symposium agenda and participants list. (YLB)

ED 455 436   CE 082 103

The Apprenticeship and Industry Training System: A Resource Manual for LAC and PAC Members.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Advisory Committees; *Apprenticeships; Blue Collar Occupations; Developed Nations; Foreign Countries; Governing Boards; *Industrial Training; Labor Force Development; Policy Formation; Postsecondary Education; Responsibility; *Role; Secondary Education; Semiskilled Occupations; Skilled Occupations; Student

usefulness of the O*NET system. The remaining four papers in volume 1 describe the results of the analysis of the data for the following O*NET domains: skills, knowledges, occupational preparation, and generalized work activities. The papers are as follows: "Basic and Cross-Functional Skills: Evidence for the Reliability and Validity of the Measures" (Michael D. Mumford, Norman G. Peterson, Ruth A. Childs); "Knowledges: Evidence for the Reliability and Validity of the Measures" (David P. Costanza, Edwin A. Fleishman, Joanne C. Marshall-Miles); "Education, Training, Experience, and Licensure/Certification: Evidence for the Reliability and Validity of Measures" (Lance E. Anderson); and "Generalized Work Activities: Evidence for the Reliability and Validity of Measures" (Walter C. Borman, P. Richard Jeanneret, U. Christean Kubisiak, Mary Ann Hanson). Five papers contain substantial bibliographies. The five papers in volume 2 describe the results of the analysis of the data for the following O*NET domains: work context, organizational context, abilities, occupational values, and work styles. The papers are as follows: "Work Context: Evidence for the Reliability and Validity of the Measures" (Mark H. Strong, P. Richard Jeanneret, S. Morton McPhail, Barry R. Blakely); "Organizational Context: Evidence for the Reliability and Validity of the Measures" (Sharon Arad, Mary Ann Hanson, Robert J. Schneider); "Abilities: Evidence for the Reliability and Validity of the Measures" (Edwin A. Fleishman, David P. Costanza, Joanne C. Marshall-Miles); "Occupational Interests and Values: Evidence for the Reliability and Validity of the Occupational Interest Codes and the Values Measures" (Christopher E. Sager), and "Work Style Descriptors: Evidence for the Reliability and Validity of Measures" (Walter C. Borman, U. Christean Kubisiak). Four papers contain substantial bibliographies. Papers in volume 3 cover topics that cut across the O*NET domains, including possible covariates of O*NET rating data, cross-domain analyses, cluster analyses of occupations, use of O*NET data to describe occupations, and analyses and methods of collecting occupation-specific information. The papers are as follows: "Occupational Descriptor Covariates: Possible Sources of Variance in O*NET Ratings" (Ruth A. Childs, Norman G. Peterson, Michael D. Mumford); "Cross-Domain Analysis Results" (Mary Ann Hanson, Walter C. Borman, U. Christean Kubisiak, Christopher E. Sager); "Occupational Classification: Using Basic and Cross-Functional Skills and Generalized Work Activities to Create Job Families" (Dwayne G. Norris, Wayne A. Baughman, Ashley E. Cooke, Norman G. Peterson, Michael D. Mumford); "Issues in O*NET Applications" (Walter C. Borman, Mary Ann Hanson, U. Christean Kubisiak); and "Occupation-Specific Descriptors: Approaches, Procedures, and Findings" (Michael D. Mumford, Christopher E. Sager, Wayne A. Baughman, Ruth A. Childs); and "Conclusions and Recommendations" (Norman G. Peterson). The computer-assisted telephone interview protocol for organizational representatives and other data collection materials are appended. One paper contains a substantial bibliography. (MN)

ED 455 453   CE 082 146

Finger, Matthias; Asun, Jose Manuel
Adult Education at the Crossroads: Learning Our Way Out. Global
  Perspectives on Adult Education and Training.
PUB DATE- 01
NOTE- 207p.; Produced by Zed Books, Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art

(Contains 371 references.) (JDM)

ED 455 473 CG 031 066

Kowalenko, Nick; Barnett, Bryanne; Fowler, Cathrine; Matthey, Stephen
The Perinatal Period: Early Intervention for Mental Health. Clinical Approaches to Early Intervention in Child and Adolescent Mental Health, Volume 4.
PUB DATE- 00
NOTE- 60p.; For volume 3, see CG 031 065.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Identification; *Emotional Problems; *Females; Foreign Countries; Health Promotion; Intervention; *Mental Health; Mental Health Workers; *Pregnancy; Prenatal Care; Psychological Needs; Well Being
IDENTIFIERS- Australia

The perinatal period offers a unique opportunity for enhancing the mental health of women and their families. Women come into frequent contact with health professionals during this time and the enhancement of their emotional well being can promote their own, their infant's, and their partner's health. The aim of this book is to assist health practitioners to identify, assess, manage, and prevent mental health problems. These good practice guidelines address a range of conditions including perinatal depression and anxiety disorder, pre-existing mental health problems in mothers, and infants at risk for mental health problems. A multidisciplinary team of professionals along with consumers all had input into this publication. Chapter 1 discusses the guidelines for the development process. Chapter 2 reviews screening and assessment of depression, anxiety, and psychoses during the perinatal period. Chapter 3 presents ideas for prevention and intervention with parents. Chapter 4 reviews clinical management. Chapter 5 looks at the effects of parental mental disorders on infants. Chapter 6 summaries findings and suggestions from previous chapters. (Contains 126 references.) (JDM)

ED 455 474 CG 031 067

Swanston, Heather; Williams, Katrina; Nunn, Kenneth
The Psychological Adjustment of Children with Chronic Conditions. Clinical Approaches to Early Intervention in Child and Adolescent Mental Health, Volume 5.
PUB DATE- 00
NOTE- 42p.; for volume 4, see CE 031 066.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; *Chronic Illness; Counseling; Early Intervention; Emotional Adjustment; Foreign Countries; *Guidelines; Prevention; *Psychological Needs
IDENTIFIERS- Australia

Young people with chronic conditions experience more difficulties with psychological adjustment than healthy young people. A chronic condition is one that persists for longer than 3 months; a clear diagnosis is not required before a problem can be defined as chronic. Various approaches to improve the psychological outcome for young people with chronic conditions have been developed. Several consensus guidelines are included

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Phonics; Portfolios (Background Materials); Reading Achievement; Reading Comprehension; *Reading Instruction; *Standardized Tests

What do students need to achieve in reading? Students need to master phonics elements as needed. Ten cautions in teaching phonics are outlined, which also offer a framework for reading across the curriculum. Reflective thinking in reading is important, and students should be taught to ponder and probe ideas gleaned during and after reading instruction. Ten things that reflective thinking might stress are listed. Computer technology can be used in the reading curriculum when providing for individual differences of students. In interpersonal reading, students may learn from each other when working together, and may benefit in other ways. Intrapersonal reading emphasizes students achieving well on an individual basis. Ten ideas are listed for individuals who prefer to work by themselves. Portfolios and reading achievement are discussed, and 10 entries are listed which may become part of a student reading portfolio. Finally, state mandated testing is discussed. Ten weaknesses of such tests are listed, when they depend too much on test results to indicate student achievement. (Contains 20 references.) (SR)

ED 455 497   CS 014 437

Beard, Roger
Diversity and Synergy? The International Context of the English Literacy Strategy.
PUB DATE- 01
NOTE- 12p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Educational Policy; Educational Practices; Effective Schools Research; Elementary Secondary Education; *Literacy; Literature Reviews; Reading Processes; Reading Research; *Scholarship; Writing Research
IDENTIFIERS- *Synergy; United Kingdom

This paper builds upon the "Review of Research and Other Related Evidence" that was commissioned for the government of the United Kingdom's National Literacy Strategy and also upon a subsequent review of international research evidence on children's writing. The paper suggests how "synergy" (combined effect) may be created by linking previously diverse research areas to established thinking in literacy education, to inform policy and practice. It states that synergy reflects the gains from considering what Declan Kibberd referred to at the beginning of the conference as "not either...or..." but "both...and...." Four research areas are discussed in the paper: school effectiveness research; reading process research; overseas reading pedagogy research; and writing research. The paper suggests that the National Literacy Strategy may be seen as an example of international research and scholarship influencing policy and practice in a distinctly productive way (see also Beard and Willcocks, 2001). Contains 45 references. (NKA)

ED 455 498   CS 014 438

Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; Curriculum Enrichment; Learning Activities; Lesson Plans; *Migration; *Picture Books; Primary Education; Student Educational Objectives; Student Projects; *Travel
IDENTIFIERS- *Emigrants; *Historical Fiction; Oral Composing; Oregon Trail; Westward Movement (United States)

In this lesson, students compare imagined travel experiences of their own with the actual experiences of 19th-century pioneers. To learn about the experiences of the emigrants who traveled the Oregon Trial, the lesson asks students to create, as a class, oral stories about contemporary cross-country journeys; they then create works of historical fiction in the form of picture books, drawing upon the information they have learned. The lesson plan contains a guiding question and material on how to prepare to teach the lesson. It also contains suggested activities for these lessons: Lesson 1: Setting the Scene; Lesson 2: Traveling on the Oregon Trail; Lesson 3: Putting It All Together; and Extending the Lesson. The lesson plan provides detailed information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels and the approximate length of time required for each lesson; and outlines national standards for literature and language arts, United States history, geography, and visual arts covered in the lessons. (Lists 11 related Internet links.) (NKA)

ED 455 517 CS 217 612

Declare the Causes: The Declaration of Independence--Understanding Its Structure and Origin. Lesson Plan .
PUB DATE- 01
NOTE- 13p.; Other EDSITEment partners are the Council of the Great City Schools, the WorldCom Foundation, and the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; Curriculum Enrichment; Learning Activities; Lesson Plans; *Persuasive Discourse; *Political Issues; Secondary Education; Student Educational Objectives; *Text Structure; *Writing Processes
IDENTIFIERS- *Declaration of Independence; Founding Fathers of the United States; Historical Background; Rhetorical Strategies

A list of grievances comprises the longest portion of the Declaration of Independence, but the source of the document's power is its firm philosophic foundation. In this unit, the teacher can capitalize on the propensity to complain to increase student awareness of the precedents behind the Declaration of Independence. The unit can help students see the development of the Declaration as both an historical process and a writing process through role play, creative writing, an introduction to some important documents, and a review of historic events. The lesson plan contains a guiding question and material on how to prepare to teach the lesson. It also contains suggested activities for the following lessons: Lesson 1: Complaints, Complaints...; Lesson 2: So, What Are You Going To Do about It?; Lesson 3: The Unanimous Declaration of the Thirteen United States of America; Lesson 4: When, in the

(150)
DESCRIPTORS- *Authors; *Content Area Writing; *Editors; Electronic Mail; Higher Education; World Wide Web; *Writing Improvement
IDENTIFIERS- *Learning Communities; Student Centered Assessment

This paper presents the experiences of educators at North Georgia College and State University while developing learning communities connecting the two disciplines of biology and English in the teaching of writing and editing within the scientific context. The paper states that for seven semesters English grammar and composition courses have been linked with biology courses in author-editor relationships. According to the paper, these learning communities have produced student learning opportunities that have proven their value for both the biology and English courses. It finds that the key to making the process work depends heavily on preparing each group for its tasks; the exchange process of materials between biology and English students and within each group employs WebCT (Web Course Tools), and e-mail. The paper notes that the biology students focus on scientific method, while the English students consider the task from the perspective of rhetoric. It states that in the author-editor learning community, at the student level English students review the biology students' writing, making qualitative and quantitative judgments, while biology students evaluate the feedback received and make decisions on using it. It adds that in all courses and at all levels, the evaluation collected from students demonstrates the merits of the author-editor relationship--instructors' evaluations indicate that students in both disciplines have shown marked improvements in their writing as it relates to the discipline. (NKA)

ED 455 536   CS 217 658

Ediger, Marlow
Homogeneous Grouping and Heterogeneous Grouping.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Organization; *Grouping (Instructional Purposes); Primary Education; *Reading Achievement; *Reading Instruction; *Reading Programs; *Student Needs; Student Placement

This paper discusses how to group students for reading instruction. The paper first considers the reasons for heterogeneous grouping, where there are mixed levels of reading achievement among the students in the classroom. It then discusses some weaknesses in advocating heterogeneous grouping. There are individualized plans for reading instruction which do not matter if heterogeneous or homogeneous grouping is used in the classroom, such as personalized reading and programmed reading. It also includes basal reader use in that category. The paper stresses that a forward-looking reading program moves from where a student is presently achieving to some more ideal level of achievement. It cites several things to look out for in the reading curriculum so that students can achieve optimally. (Contains 11 references.) (NKA)

ED 455 537   CS 217 659

succession affects all members of a school community and that all stakeholders contribute to the outcome of the succession. Stakeholders experienced various stages concerning principal succession, involving fear, detachment, expectation of change, enchantment, and disenchantment. Interestingly, children were not consulted regarding their hopes for a new principal, and the possibility that they might have been affected by a transition of principals was not considered. Instead, they were invited to participate in rituals of farewell that the teachers and parents controlled. Understanding the existence of significant variables can assist educational leaders in shaping the outcome of principal succession experiences. Principal succession should not be viewed as a single, principal-centered event. Effective succession is dependent on skillful facilitation of the powerful relationships among the many dimensions of school culture and organization. (Contains 25 references.) (DFR)

ED 455 556   EA 031 036

Keeping Schools and Communities Safe: Collaborating for Healthy Children. Satellite Town Meeting #76 (February 20, 2001). Videotape .
PUB DATE- 01
NOTE- 0p.; For the Spanish version, see ED 451 617.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Meetings; *Partnerships in Education; *School Community Relationship; *School Safety; Teleconferencing; Videotape Recordings
IDENTIFIERS- National Education Goals 1990

This video presents an interactive teleconference where renowned experts, local educators, and community leaders share ideas on how to improve schools and reach the National Education Goals. This Satellite Town Meeting focuses on keeping schools and communities safe. It offers an opportunity for networking those who share a commitment to building community partnerships and a common vision for educational excellence for all children. (PKP)

ED 455 557   EA 031 076

Fowler, William J., Jr.; Monk, David H.
A Primer for Making Cost Adjustments in Education. Research and Development Report.
PUB DATE- 01
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensation (Remuneration); *Cost Effectiveness; *Data Analysis; *Economic Factors; Educational Research; Elementary Secondary Education; *Finance Reform; Financial Support; *Government Publications; Public Schools; Research Design; Research Projects; Research Utilization; *School Statistics; Statistical Data

Efforts to compare the costs of exactly the same things in different geographic regions involve comparisons of the same "market basket" of goods in two geographic areas. Measuring cost differences in education, however, is difficult, since most of the costs are in personnel, rather than in supplies. This publication explains the differences between educational costs and expenditures, in the "unit price" of teachers, and professional development for experienced teachers and internships for beginning teachers. (Contains 25 references and 11 tables.) (RJM)

ED 455 576 EA 031 110

Ruppert, Sandra S.
Improving Pension Portability for K-12 Teachers. A Report of the SHEEO Project "Enhancing the Teaching Profession: The Importance of Mobility to Recruitment and Retention."
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Fringe Benefits; *Personnel Policy; *Retirement Benefits; *Teacher Employment Benefits; Teacher Welfare; Wages
IDENTIFIERS- *Pension Portability

This booklet provides an overview of the principal concepts of pension portability. Pension portability has become an area of increasing interest since a lack of portability discourages veteran teachers from seeking teaching opportunities in other districts or states. This obstacle can force teachers to abandon the profession, thus contributing to the increasing shortage of qualified teachers. The text examines the major types of pension plans, the current status of plans covering K-12 educators, and recent state actions to improve pension portability for teaching professionals. It also includes steps designed to help state policymakers ensure a fair and open process for modernizing retirement systems for a changing teacher work force. Some of the areas that the document focuses on are the structure of defined-benefit plans and defined-contribution plans and the advantages and disadvantages of such plans. It also examines the status of pension plans covering K-12 teachers and claims that by shortening defined-benefit vesting periods, by simplifying defined-benefit service-credit purchases, by instituting interstate or intrastate reciprocity agreements, and by adopting defined-contribution plans, state legislators can improve pension portability. Legislators also must identify clear state goals, keep changes targeted to specific issues, and allow adequate time for implementation. (Contains glossary and 16 endnotes.) (RJM)

ED 455 577 EA 031 112

Muirhead, Marilyn Savarese; Tyler, Ryan L.; Hamilton, Madlene P.
Study of Whole School Reform Implementation in New Jersey Abbott Districts: Perceptions of Key Stakeholders. Final Report.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.; Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 91p.; Region III Comprehensive Center is a project of The George Washington University Center for Equity and Excellence in Education in partnership with RMC Research Corporation, Research for Better Schools (RBS), and ESCORT at the State University of New York Research Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

DESCRIPTORS- Affirmative Action; Child Abuse; Constitutional Law; *Court Litigation; Desegregation Litigation; Educational Finance; Elementary Secondary Education; Fair Use (Copyrights); Federal Courts; Federal Legislation; *Principals; *School Law; Sexual Harassment; *Special Education; State Church Separation; State Courts; State Legislation; *Student Rights; *Teacher Rights
IDENTIFIERS- Equal Access Act 1984; Family Educational Rights and Privacy Act 1974; Family Law; Individuals with Disabilities Education Act; Ohio; Rehabilitation Act 1973 (Section 504)

This handbook for elementary and secondary school principals contains several chapters on topics important to building level administrators. Each chapter summarizes relevant state and federal court decisions and statutes, concluding with recommendations for practice. The handbook is divided into four sections: students and the law, special education and the law, teachers and the law, and school and the law. The first section contains seven chapters on topics covering the First (expression), Fourth (search and seizure), and Fourteenth (procedural and substantive due process) Amendments; student discipline; child abuse; student-to-student sexual harassment; and student records. The second section contains seven chapters on topics that cover the federal laws protecting students with disabilities and recent relevant cases in which the courts have interpreted those statutes as they apply to student discipline and transition, parents' rights, infectious diseases, and physical access. The third section contains seven chapters covering topics related to teachers' rights and responsibilities: student injury, sexual harassment, academic freedom, performance evaluations, documentation and dismissal, and certification (licensure). The final section contains 10 chapters covering a variety of legal issues which principals commonly face: religious activities and instruction, copyright, affirmative action, school desegregation, and finance. The section also covers charter schools and alternative dispute resolution, and ends with a chapter on new directions in school law. The fifty-one authors of the chapters are either practicing attorney, professors of education, or university administrators who teach and write in the area of school law. (PKP)

ED 455 597   EA 031 173

Russo, Charles J., Ed.
The Yearbook of Education Law, 2000.
PUB DATE- 00
NOTE- 624p.; For the 1999 edition, see ED 436 019.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020), Reference Materials - General (130)
DESCRIPTORS- Athletics; *Civil Rights; Collective Bargaining; Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Courts; Federal Legislation; Foreign Countries; Governance; Higher Education; *International Law; *School Law; Special Education; State Courts; State Legislation; Yearbooks
IDENTIFIERS- Australia; Canada; England; Europe; Great Britain; New Zealand; South Africa; Supreme Court; Wales

The Education Law Association's yearbook of education law provides lawyers, administrators, and professors with a comprehensive review and analysis of the previous year's state and federal court decisions and legislation affecting the operation, management, and governance of public elementary and organizations can work together to support afterschool programs, and how these programs differ from learning that takes place in the classroom. (DLW)

ED 455 618   EA 031 238

Sielke, Catherine C., Comp.; Dayton, John, Comp.; Holmes, C. Thomas, Comp.; Jefferson, Anne L., Comp.
Public School Finance Programs of the United States and Canada: 1998-99. CD-ROM .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Financial Policy; Foreign Countries; Optical Disks; *Public Schools; *State Aid; Videodisks
IDENTIFIERS- Canada; *Funding Formulas; United States

This publication was undertaken by the National Center for Education Statistics in partnership with two private entities, the American Education Finance Association (AEFA), which contracted for the information collection, and the National Education Association (NEA), which funded the effort. Education finance researchers from the University of Georgia and the University of Ottawa compiled descriptions of the funding system in each state and province. The descriptive information in this publication is designed to be useful to the education finance research community and fiscal policy analysts whose backgrounds and training are very diverse. The authors sought to balance the simplicity of the descriptions to make them understandable to a wide audience and, at the same time, technically correct. The papers in this publication were requested by the National Center for Education Statistics, U.S. Department of Education. They are intended to promote the exchange of ideas among researchers and policymakers. (Author/DLW)

ED 455 619   EA 031 257

Brewster, Cori; Railsback, Jennifer
Supporting Beginning Teachers: How Administrators, Teachers, and Policymakers Can Help New Teachers Succeed. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; Burnout; Early Childhood Education; Elementary Secondary Education; Labor Turnover; Resource Materials; *Teacher Education; Teacher Empowerment

Twenty to 30 percent of new teachers leave their field within the first 3 years; 9.3 percent don't even make it through their first full year; and after 5 years, roughly 50 percent of beginners have left teaching. Reasons for leaving include pursuit of a more personally appropriate career, low pay, the desire to raise one's own children, and importantly, exhaustion, disillusionment, lack of confidence, and inadequate conformity, having humility and concern for others, emphasizing spirituality, and believing that actions of past lives affect the circumstances in which one is born and will life in this life. The paper concludes that it is imperative for all educators to acquire cross-cultural competence and that reliable alliances can only be established when cultural diversity is honored. It is recommended that educators follow the posture of cultural reciprocity that involves sharing perspectives among families and educators in an effort to understand one another. (Contains 12 references and 4 figures.) (CR)

ED 455 638 EC 308 526

Nevin, Ann, Ed.; Renne, Diane, Ed.
Cooperative Group Learning: K-12 Mathematics Lesson Plans.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Accommodations (Disabilities); *Computation; *Cooperative Learning; *Disabilities; *Educational Strategies; Elementary Secondary Education; Learning Disabilities; *Lesson Plans; *Mathematics Instruction; Mental Retardation; Mnemonics; Teaching Methods

This collection of eight lesson plans is designed to assist teachers in providing mathematics instruction to elementary and secondary education students with different types of disabilities. The lessons use tactics for teaching mathematics content derived from Lovitt (1995), who summarized techniques found to be effective in increasing the mathematics achievement of students with learning disabilities, emotional challenges, and mild mental retardation. The tactics for teaching mathematics content provide supports in the form of augmenting metacognitive behaviors, the mnemonic memory enhancer, and heuristics. The lessons reflect a variety of curricular adaptations. Changes were made in lesson format, teaching style of delivery of instruction, time required to complete a task, amount of assignment to be completed, objectives, evaluation criteria, environmental and social conditions, learning materials, and level of support or assistance. The lessons are structured for cooperative group learning for groups ranging in size from two to six members depending on the social competence of the students. Each lesson addresses five basic features of a cooperative group learning lesson: positive interdependence, face-to-face interaction, direct teaching of interpersonal and small-group interaction skills, reflective evaluation of the social skills and the academic task, and individual accountability. (CR)

ED 455 639 EC 308 527

Muro, Andres
Taking the "L.E.A.D." in Family Literacy: Literacy Education Action for the Deaf. Final Report.
SPONS. AGENCY- Barbara Bush Foundation for Family Literacy, Washington, DC.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

both talent identification and development involve a long range process in which parents, school personnel, and the students themselves work together. Teachers and other school personnel are urged to be alert to signs of talent, structure learning activities to students' demonstrated talent potential, use praise to recognize and reinforce signs of talent, help students set learning goals in their talent areas, locate resources in the school and community that can help develop students' talents, and enlist parents in identifying and nurturing their children's talents. (Contains 10 references.) (DB)

ED 455 658 EC 308 546

Smith, Stephen W.
Involving Parents in the IEP Process. ERIC Digest E611.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Decision Making; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Meetings; *Parent Participation; *Parent School Relationship; Student Educational Objectives
IDENTIFIERS- ERIC Digests

This digest paper examines the special roles of parents of children with disabilities in planning for the education of their children and discusses how educators can work effectively with parents to create meaningful individualized education programs (IEPs). Barriers to parental participation in the IEP process are identified, including communication problems and educational jargon, lack of understanding of the school system, lack of knowledge of how to help their child, feelings of inferiority, and logistical problems. Among suggestions for facilitating meaningful parental participation are finding out the parents' preferences and needs prior to scheduling the IEP conference. Suggestions are then offered for involving parents during each of the three phases of the IEP conference: (1) reviewing the evaluation and performance level (avoid jargon); (2) developing instructional goals and objectives (determine parents' expectations concerning the child's future); and (3) determining placement and related services. Suggestions for handling disagreements during the IEP process are also provided. (DB)

ED 455 659 EC 308 547

Smutny, Joan Franklin
Creative Strategies for Teaching Language Arts to Gifted Students (K-8). ERIC Digest E612.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

Reference Grammar Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 391p.; Foreword by John Mugane.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *African Languages; *Grammar; Second Language Instruction; *Second Language Learning; *Swahili; Syntax; Uncommonly Taught Languages; Vocabulary

This reference grammar is written for speakers of English who are learning Swahili. Because many language learners are not familiar with the grammatical terminology, this book explains the basic terminology and concepts of English grammar that are necessary for understanding the grammar of Swahili. It assumes no formal knowledge of English grammar and is written in very simple language. This book is designed to be used as a supplement to other Swahili language textbooks, and provides more extensive explanations of the grammar lessons presented in textbooks. The manual is arranged by topic to help learners locate information easily. The book is organized in 55 chapters with a section for each part of speech: nouns, pronouns, adjectives, verbs, adverbs, conjunctions, and prepositions. There are also sections for sentences and miscellaneous. References appear in footnotes throughout the text. Contains a glossary, an index, and an answer key. (KFT)

ED 455 682 FL 026 803

Hill, Brian
Video in Language Learning. InfoTech 4.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Audiovisual Instruction; Class Activities; Classroom Techniques; Elementary Secondary Education; Instructional Innovation; Internet; *Listening Skills; *Oral Language; Second Language Instruction; Second Language Learning; Teacher Education; *Teaching Methods; *Videotape Recordings; World Wide Web; *Writing Skills

This guide presents advice on how to choose a videotape and then adapt it to a variety of language learning situations and curriculum needs. It outlines strategies that will help to create a successful learning experience by providing a wide range of suggested activities to develop listening, speaking, and writing skills. Advice on how to use a camcorder effectively as a pedagogical tool is also included. The guide is divided into four chapters with the following titles: "Using Video to Develop Listening Skills"; "Developing Oral Skills"; "Developing Written Skills"; and "Making Your Own Video." Three appendices are also included: a satellite channel list, Web site addresses, and sources of video material. (KFT)

ED 455 683 FL 026 811

Dickey, Robert J., Ed.
Korea TESOL Journal, Fall/Winter 2000.
PUB DATE- 00
NOTE- 140p.; Published annually.
LANGUAGE- English

Second Language Learning; *Ukrainian; Uncommonly Taught Languages; Vocabulary Development; Writing Skills
IDENTIFIERS- Canada; *Ukrainians

One of four intermediate- to advanced-level activity books in a series, this student workbook offers a selection of exercises, vocabulary builders, dialogs, and writing exercises for language skill development. It is intended for use in the instruction of native speakers, heritage language learners, or second language learners of Ukrainian. Also included is a teacher's answer key to accompany the student activity book. (CNP)

ED 455 705 FL 026 858

Boruszczak, Bohdan, Comp.; Wozniak, Odarka, Comp.
Tsikavytys' neznanym: uchnivs'kyi zoshyt (Fascination with the Unknown: Student Activity Book) and Tsikavytys' neznanym: vidpovidi do uchnivs'koho zoshyta (Fascination with the Unknown: Answer Key to Student Activity Book). Collage 2: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 01
NOTE- 73p.; For related Ukrainian student activity and answer key documents, see FL 026 857-60 and 867-70. Funded by Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Background; *Cultural Education; Ethnic Groups; Foreign Countries; Heritage Education; Instructional Materials; Literature; Pattern Drills (Language); *Reading Materials; Second Language Instruction; Second Language Learning; *Ukrainian; Uncommonly Taught Languages; Vocabulary Development; Writing Skills
IDENTIFIERS- Canada; *Ukrainians

One of four intermediate- to advanced-level activity books in a series, this student workbook offers a selection of exercises, vocabulary builders, dialogs, and writing exercises for language skill development. It is intended for use in the instruction of native speakers, heritage language learners, or second language learners of Ukrainian. Also included is a teacher's answer key to accompany the student activity book. (CNP)

ED 455 706 FL 026 859

Boruszczak, Bohdan, Comp.; And Others
Khorobrist': uchnivs'kyi zoshyt (Courage: Student Activity Book) and Khorobrist': vidpovidi do uchnivs'koho zoshyta (Courage: Answer Key to Student Activity Book). Collage 2: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 01
NOTE- 88p.; For related Ukrainian student activity and answer key documents, see FL 026 858-60 and 867-70. Funded by Ukrainian Language Education Centre, Canadian Institute of Ukrainian

PUB DATE- 01
NOTE- 344p.; For the previous edition, see ED 432 208.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accounting; Compliance (Legal); Educational Legislation; Federal Legislation; *Federal Programs; Federal Regulation; Financial Support; Government School Relationship; Grants; Higher Education; Management Information Systems; Program Administration; Recordkeeping; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Higher Education Act Title IV

This book provides guidance to school business office personnel who handle fiscal recordkeeping, accounting, and reporting functions for federal Title IV student financial aid programs authorized by the Higher Education Act of 1965, as amended. It provides a technical resource for Title IV management responsibilities that are shared among various administrative offices in a school, and it contains general information about Title IV programs, policies, and procedures that are useful to all institutional personnel who administer and manage Title IV programs. This edition places special emphasis on the benefits and challenges of managing Title IV programs electronically. The chapters are: (1) "The Student Financial Aid Programs"; (2) "General Institutional Responsibilities"; (3) "Obtaining Authorization for Campus-Based Funding"; (4) "Requesting, Managing, and Returning Title IV Funds"; (5) "Accounting Procedures for Title IV Programs"; (6) "Title IV Reporting, NSLDS, Audit, Program Review, and Guaranty Agency Procedures. The first three chapters are aimed at anybody who needs some background and introductory information on Title IV programs; the second three chapters are for those who need more in-depth information. Four appendixes contain a glossary, a list of common acronyms, a list of other publications that support the information in the "Blue Book," and a list of contacts for technical information. (SLD)

ED 455 728 HE 034 184

Bryan, Valerie C.; Ariza, Eileen N.; Knee, Richard H.
The Dilemma of Recruiting, Rewarding, and Retaining Technically Competent Faculty in Higher Education.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *College Faculty; *Competence; Curriculum Development; Higher Education; Incentives; *Information Technology; *Professional Development; *Teacher Recruitment; *Technological Advancement
IDENTIFIERS- *Westminster College PA

Until recently, college faculty members were not required to be proficient except in the specific tools of their disciplines. Now, with the information explosion, faculty members must also be technically skilled at sourcing and securing information, integrating the information into the curriculum, and solving problems through technology. There are many difficulties in finding faculty members with these qualifications. Administrators need to create a support system that can address increased in 1999 for the first time in almost a decade. The class of 1999, however, marked the fifth consecutive year that physics Ph.D. production fell. There were 1,262 degrees conferred, a decline of 5% from the previous year and a 15% decline since a recent high in 1994. An appendix contains tables describing recent trends in physics enrollments and degrees conferred. (SLD)

ED 455 749 HE 034 223

Ewell, Peter
A Review of Tests Performed on the Data in "Measuring Up 2000."
PUB DATE- 01
NOTE- 199p.; For "Measuring Up 2000," see ED 450 633.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Higher Education; Profiles; Psychometrics; *Report Cards; *Research Methodology; *State Norms; State Programs; *Statistical Analysis
IDENTIFIERS- *Educational Indicators

In 1999, an external review was conducted of the indicators and methodology that the National Center for Public Policy and Higher Education (NCHEMS) had developed for "Measuring UP 2000: The State-by-State Report Card for Higher Education." The principal purpose of these tests was to understand better the relationships among the indicators and between the indicators and the overall grades for each performance category. This document summarizes the kinds of tests conducted, the principal findings they generated, and the implications of these results for the performance findings in "Measuring Up 2000." A number of tests were conducted relative to data issues. These included: (1) tests related to missing data; (2) tests related to imputing missing values; (3) tests of the relationships among indicators in each category; and (4) statistical averaging over several years. Other tests were conducted to study methodological issues, including weighting, benchmarking, and cut-off scores. Other tests examined the relationships among graded categories, and additional tests were conducted of the relationships between preparation indicators and high school dropout, as well as those of the relationships between income gaps and increased income from having a bachelor's degree. The stability of performance indicators over time and controlling for demographic and background factors were also studied. Four appendixes contain additional details about correlational analyses, distributions, and tests of various measures. (Contains 37 graphs and 112 tables.) (SLD)

ED 455 750 HE 034 224

Grenzky, Janet; Maitland, Christine
Focus on Distance Education.
PUB DATE- 01
NOTE- 8p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Compensation (Remuneration); Computer Mediated Communication; *Distance Education; Focus Groups; Higher Education; Intellectual Property; Professional Development; *Teacher Attitudes; Teacher Surveys; Telecommunications

This study was designed to explore how some students in 10 public schools view the World Wide Web and how their attitudes and opinions affect their use of this new medium in an educational context. An exploratory principal components analysis of 40 use statements resulted in an 8-factor solution. Additionally, student responses to a computer-administered survey instrument were collected and analyzed revealing, significant differences in the way that students describe their use of the Web. Gender, grade level, and amount of time spent using the Web were used to create between-group comparisons of the Web use categories that made up the computer-administered survey instrument. The final phase of data analysis was a content analysis of sites visited by students. A total of 123,071 URLs were collected from the computers used to administer the computer survey instrument. These were reduced to a total of 500 sites that were reviewed by media specialists. Students were found to be visiting commercial sites at a much higher proportion than those in other domains. Also, the commercial sites received the lowest rating for "suitability for academic research" of all the domain names. And while students reported their purpose for using the Web as "research and learning" 52 percent of the time, the coders found only 27 percent of the sampled sites to be "suitable" for that purpose. (Contains 39 references.) (Author/AEF)

ED 455 769 IR 020 725

Ertmer, Peggy A.
Responsive Instructional Design: Scaffolding the Adoption and Change Process.
PUB DATE- 00
NOTE- 7p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Attitudes; *Computer Uses in Education; *Educational Technology; Faculty Development; *Instructional Design; Instructional Development; *Scaffolding (Teaching Technique); Staff Development; *Teacher Attitudes; Teachers; Teaching Models; Training
IDENTIFIERS- Technology Integration

Besides a host of technical and logistical questions, more subtle issues, related to teachers' pedagogical visions and beliefs, as well as their perceived confidence for using technology, are also known to impede meaningful classroom technology use. Assuming that most designers and staff developers are fairly well prepared to provide technical skills training for teachers who want it and are prepared to learn from it, this paper focuses on how designers might work with teachers who either don't want training or are not prepared to learn from it-or both. The paper emphasizes the role that teachers' beliefs play in the adoption and change process and specifically discusses how those beliefs might be addressed through teacher development efforts. A model of teacher development is proposed that builds on, and responds to, teachers' unique needs, specifically those with lower levels of skill and confidence. This model represents a responsive approach to instructional design, that is, training needs are described in terms of users rather than instruction, and instructional decisions are based

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Education; Evaluation Methods; *Formative Evaluation; *Heuristics; Improvement; *Task Analysis; Training; Use Studies

Corporate and educational settings increasingly require decision-making, problem-solving and other complex cognitive skills to handle ill-structured, or heuristic, tasks, but the growing need for heuristic task expertise has outpaced the refinement of task analysis methods for heuristic expertise. The Heuristic Task Analysis (HTA) Method was applied to three settings to generate improvements and more detailed guidance, and to identify variations in the method for different situations. The three settings were group counseling, tutoring on writing skills, and selecting artwork for a product line. The formative research methodology was used to test the method and generate improvements. The three studies produced some common and some unique findings and recommendations. A tentative revision to the HTA method is proposed. (Contains 10 references.) (Author/AEF)

ED 455 789   IR 020 745

Riboldi, Pablo Jose
Dynamic Implementation Seeking Equilibrium Model.
PUB DATE- 00
NOTE- 13p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Designers; Educational Development; *Instructional Design; *Instructional Development; Instructional Effectiveness; Models; Program Development; *Program Implementation; Teacher Attitudes; Teachers

Implementing exportable instructional systems has always been a problem for instructional developers. Even the best instructional systems lose effectiveness when they are poorly implemented. Researchers have focused their efforts on creating mechanisms to help developers and managers improve and control implementation. However, most of these efforts do not address long-term effects, or take into account how teachers feel and react during the implementation process. This study presents the Dynamic Implementation Seeking Equilibrium (DISE) model, a nonlinear model of implementation for teacher-mediated instructional systems to measure rate of implementation over time. The DISE model's main independent variable, the exportability control factor (ECF) is an intrinsic quality of teacher-mediated instructional systems. ECF is defined as the amount of instructions, support resources, schedules of activities, and accountability methods embedded in the instructional system to delineate or control teachers' actions so they use the system according to the developers' original intent. The DISE model predicts four distinct scenarios: extinction, stable low implementation, stable high implementation, and unstable implementation with catastrophic change. Beyond the implications for the implementation of teacher-mediated instructional systems, this model offers an example of how some of the concepts, techniques, and methodologies of nonlinear dynamics can be applied to the field of instructional systems development. (Contains 21 references.)

support system (EPSS) prototype for the IST doctoral students. The aim was to improve productivity by honing the skills and tools they need and providing a supportive environment where students can collaborate and seek advice from each other during preparation. During the process, the concepts of information, collaboration technology, learning and work style, tools and management became important in building the support system. The perspective of socio-technical design, knowledge management, and human approach were applied throughout the process. This paper covers the process of designing the system, including designing principles and rapid prototyping, EPSS prototype and knowledge management, and lessons learned. (Contains 12 references and 5 figures.) (AEF)

ED 455 808   IR 020 764

Bichelmeyer, Barbara A.; Misanchuk, Melanie; Malopinsky, Larissa
Adapting a Master's Course to the Web: Principles, Strategies and Recommendations.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Course Content; Curriculum Development; *Distance Education; Educational Principles; Graduate Study; Higher Education; Instructional Design; *Instructional Development; Masters Programs; *Online Systems; World Wide Web

The purpose of this paper is to describe the process of adaptation of an Instructional Design and Development course from a residential course to a Web-based course offered in the Distance Masters program in Instructional Systems Technology at Indiana University. Lessons from the literature are discussed, followed by a description of the Web-based course, collaborators in the course design, and guiding principles for course design. The following factors that impacted the adaptation process are outlined: instructor experience and openness to innovation; technological capacity and infrastructure; rationale for adaptation to Web-based instruction; fit of course goals with technological capacity; labor force available for course adaptation; technological equipment and sophistication of learners; learner motivation for taking the course; administrative support; and tuition and fees. Recommendations for adapting a course to the Web are also discussed. These include: start development early; confirm capacity of technology to address needs; develop policies for ownership of materials; have minimum technology standards for students; provide detailed technology training for learners; provide learners with guidelines for when to use each communication vehicle; test-adapt-test-adapt-test-adapt; and recognize that all faculty are impacted by the implementation of a single course. (Contains 10 references.) (AEF)

ED 455 809   IR 020 765

Sugar, William A.
Human-Centered Design Bill of Rights for Educators.

learning institutions comes an enormous challenge, that of structuring individual-centered learning within a community of learners. Within this instructional framework, struggles to satisfy both individual and group learning needs can lead to one canceling the other out. Tendencies towards either individual-centered or collaborative learning depend largely on the Constructivist stance adopted (Cunningham, 1991, Garrison, 1998; Jonassen, 1991, 1995; Lave & Wenger, 1991; Vygotsky, 1987). This ongoing struggle represents the paradox of Constructivist instruction; however, there is an alternative. This exploratory paper utilizes assumption from Internal Realism (Putnum, 1991, 1994), draws from advances in cybernetic science (Maturana & Varela, 1980; Varela, 1981), and communications theory (Habermas, 1990; Krippendorff, 1994) to make the case that underlying biological and communicative structuring play an important constitutive role in multiple levels of meaning construction (biological, psychological, social) that are implicated in learning processes. The extent to which knowledge of underlying structures can inform on learning processes is addressed and recommendations are made for adopting Communicative Constructivist Perspective (CCP) as a potential educational reform tool for increasing awareness of instruction that may detract from efforts to achieve sustainable learning within a community of learners. (Contains 60 references.) (Author/AEF)

ED 455 827   IR 020 783

Glazer, Evan
InterMath 14 --Professional and Cognitive Development through Problem Solving with Technology
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 00
NOTE- 13p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Cooperative Programs; Curriculum Development; *Educational Technology; Elementary Secondary Education; Instructional Development; Instructional Materials; Intermediate Grades; Internet; *Mathematics Instruction; Middle Schools; Problem Solving; *Professional Development; Workshops
IDENTIFIERS- Georgia

InterMath, a five-year effort funded through the National Science Foundation, is a statewide Internet-based project with the goal of designing and implementing a series of workshops and ongoing support programs that feature contemporary applications of technology and mathematics pedagogy in the middle grades. Technology is used to deliver the curriculum through Web-based materials and to explore the mathematics using cognitive tools such as dynamic geometry software, spreadsheets, and graphing calculators. Objectives of InterMath include: strengthening the middle school teacher's knowledge and understanding of mathematics; providing a support structure (online and in-school) to aid teachers in implementing and integrating technology tools for doing mathematics; and providing a structured in-service curriculum that follows Georgia's Quality dynamic Web pages using commercial off-the-shelf applications; a cognitive and linguistic science approach to searching the Internet; university Web sites in English speaking countries; ensuring quality taxonomies; environmental and chemical sources on the Internet; the Eighth Text Retrieval Conference; the DocMorph Server and its computer-assisted reading facility; effects of the "Tasini v. New York Times" court decision; international business research and the Web; database searching on the Internet; and online interface comparison. Titles of presentations at the meeting for which text does not appear in the Proceedings are listed. Includes an index. (AEF)

ED 455 846 IR 058 183

Nixon, Carol, Comp.; Burmood, Jennifer, Comp.
Internet Librarian 2000: Proceedings of the Internet Librarian Conference (4th, Monterey, California, November 6-8, 2000).
PUB DATE- 00
NOTE- 171p.; Sponsored by Lexis-Nexis and Information Today, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Information Management; Information Services; Information Technology; *Internet; Librarians; Libraries; Library Networks; Online Searching; Online Systems; User Needs (Information); World Wide Web

These Proceedings of the fourth Internet Librarian Conference and Exhibition for Librarians and Information Managers include the following papers: "Common Diseases of the Online Tutorial, or Cures for "Onlinis Tutorialitis"; "FindInfo.html"; HiPHIVE-The Hawaii Public Health Information Virtual Emporium"; "Symbiosis: Beneficial Relationship between Librarians and Knowledge Managers"; "Actionable Data: Using Data Visualization Software To Interpret Search Results"; "Linux outside the Cave: Using Linux on a Public Internet Workstation"; Asking the Patron: Using Focus Groups To Improve Library Web Pages"; "The Research Process: Teachers, Students, Librarians, and the Internet"; "News Nets: News Library Case Studies"; "Everyone on the Same Page: Using the Web To Tame an Interdisciplinary Research Project"; "eContent in the Global Environment: American and European Approaches to Rights Management"; "The Many Hats of an Internet Librarian"; "The Many Hats of an Internet Librarian: A Science Perspective"; "Back to the Future: Using Application Service Providers"; "Around the World in 80 Sites: International Business Research"; "Our Journey from Knowledge Sharing to Learning Organization"; "Cool Tools: Making the Right Choices with Tools Machine Web Evaluation-Does It Agree with Humans?"; "E-mail Reference--When, Where, and What Is Asked"; "Worldwide Content Access through an Intranet"; "The Creation of a Portalized Library"; "Managing Content Assets"; "Same Tasks, New Tools-Overview"; "Digitizing To Create eResources Part 1"; "Now That It's Digital What Do We Do?? Part II"; "Multimedia Tools for Online Tutorials: Using SMIL To Create Web-Based Instruction"; "A Team Approach to Building Library Web Sites"; "One Focus, Multiple Voices: Vortals and the Babel Challenge"; "TIP-A Model for Becoming the Portal of Choice." (AEF)

ED 455 847 IR 058 185

Czerwinski, Stanley J.
Schools and Libraries Program: Update on E-Rate Funding. Report to the Subcommittee on Commerce, Justice, State, the Judiciary, and Related Agencies, Committee on Appropriations, U.S. Senate.

DESCRIPTORS- Adult Education; Adult Learning; Cost Effectiveness; Economic Research; *Education Work Relationship; Educational Legislation; Educational Needs; Educational Research; *Employment Patterns; Employment Programs; Employment Services; Federal Legislation; Influences; Job Training; Labor Legislation; Literature Reviews; Needs Assessment; Postsecondary Education; Program Costs; Program Effectiveness; *Public Policy; Research Methodology; Role of Education; *Salary Wage Differentials; Synthesis; Trend Analysis; *Vocational Education; *Welfare Recipients
IDENTIFIERS- Earned Income Tax Credit; Time Limited Welfare; Wage Subsidies; Welfare Reform; *Welfare to Work Programs

Studies of 29 welfare reform initiatives conducted by the Manpower Demonstration Research Corporation were synthesized in an exploration of how welfare and work policies affect employment and income. Each of the studies reviewed focused on one or more of the following key program features: mandatory employment services, earnings supplements, and time limits on welfare receipt. The synthesis yielded the following key lessons: (1) although a number of programs that provided only mandatory employment services were effective, the most successful of these programs used a mix of services (including some education and training) and strongly emphasized the need to find work; (2) the only programs that both increased work and made families financially better off were those that provided earnings supplements to low-wage workers; and (3) although relatively little is known about the effects of welfare time limits, the available data suggest that time limits need not cause widespread hardship, at least not in the short term. (Twenty-three tables/figures/boxes are included. The bibliography lists 30 references. The following items are appended: a list of 23 key reports from the studies reviewed; program descriptions; program impacts; and a discussion of why including the federal Earned Income Credit does not substantially change program impacts on income.) (MN)

ED 455 369   CE 081 979

Kato, Linda Y.; Riccio, James A.
Building New Partnerships for Employment: Collaboration among Agencies and Public Housing Residents in the Jobs-Plus Demonstration.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.; Rockefeller Foundation, New York, NY.; Department of Health and Human Services, Washington, DC.; Department of Labor, Washington, DC.; Joyce Foundation, Chicago, IL.; James G. Irvine Foundation, San Francisco, CA.; Surdna Foundation, Inc., New York, NY.; Northwest Area Foundation, St. Paul, MN.; Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; George Gund Foundation, Cleveland, OH.; Grable Foundation, Pittsburgh, PA.; Open Society Inst., New York, NY.; New York Times Foundation, NY.; Anheuser-Busch Companies, Inc., St. Louis, MO.
PUB DATE- 01
NOTE- 164p.; Produced with Jennifer Dodge. Additional funding for the Jobs-Plus demonstration project from the Stuart Foundation, BP, the Washington Mutual Foundation, Heinz Family Foundation, and Union Carbide Foundation.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Factors. Report to the Chairman, Subcommittee on Health, Committee on Ways and Means, House of Representatives.
PUB DATE- 01
NOTE- 19p.; For related reports on the Nursing Workforce, see CE 081 941 and CE 082 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Demand Occupations; Employee Attitudes; Employer Employee Relationship; Employment Patterns; *Employment Projections; Futures (of Society); Government Role; Higher Education; *Job Satisfaction; *Labor Needs; Labor Supply; *Labor Turnover; *Nurses; Nursing Education; Postsecondary Education; Work Environment

Current evidence suggests emerging shortages of nurses available or willing to fill some vacant positions in hospitals, nursing homes, and home care. Total employment of registered nurses (RNs) per capita and the national unemployment rate for RNs have declined, and providers from around the country report growing difficulty recruiting and retaining the number of nurses needed in a range of settings. Current problems with the recruitment and retention of nurses are related to multiple factors. The nurse work force is aging, and fewer new nurses are entering the profession to replace those who are retiring or leaving. Nurses report unhappiness with these aspects of the work environment: staffing levels, heavy workloads, increased use of overtime, lack of sufficient support staff, and adequate wages. In many cases, this growing dissatisfaction affects decisions to remain in nursing. A serious shortage of nurses is expected in the future as pressures are exerted on demand and supply. Demand is expected to increase dramatically when the baby boomers reach their 60s, 70s, and beyond. During the same period, the number of women aged 25-54, who have traditionally formed the core of the nurse work force, is expected to remain relatively unchanged. Efforts to improve the workplace environment may both reduce the likelihood of nurses leaving the field and encourage more young people to enter the nursing profession. (YLB)

ED 455 386 CE 082 002

Burghardt, John; Schochet, Peter Z.; McConnell, Sheena; Johnson, Terry; Gritz, R. Mark; Glazerman, Steven; Homrighausen, John; Jackson, Russell
Does Job Corps Work? Summary of the National Job Corps Study. Summary Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Career Education; *Cost Effectiveness; *Disadvantaged Youth; Education Work Relationship; Educational Attainment; Federal Legislation; *Job Training; *National Programs; Postsecondary Education; *Program Evaluation; Secondary Education; Young Adults; *Youth Employment; Youth Programs
IDENTIFIERS- *Job Corps

The National Job Corps Study is based on a national random sample of all eligible applicants to Job Corps in late 1994 and 1995. The sampled youth were assigned randomly to either a program group whose members could enroll in Job Corps or a control

V, Publications, lists 13 publications produced by the Israeli Ministry of Publications, Culture, and Sport in 1997-98. (KC)

ED 455 402 CE 082 030

Kirmayer, Paul, Ed.; Michaelson, Serena T., Ed.
Adult Education in Israel V.
PUB DATE- 99
NOTE- 175p.; For volume I, see ED 371 126; for volumes II-III, see ED 410 392; for volume IV, see CE 082 029. Articles originally appeared in the Hebrew-language adult education publication "Gadish." ISSN listed as 0793-033-033.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Students; Andragogy; *Art Education; Citations (References); Community Education; Cultural Context; Educational History; Educational Philosophy; *Educational Research; Foreign Countries; Hebrew; Immigrants; Jews; Judaism; *Learning Disabilities; *Learning Theories; Lifelong Learning; Music; Older Adults; Parent Education; Popular Education; Postsecondary Education; Second Language Learning; *Teaching Methods
IDENTIFIERS- *Israel

This fifth journal edition focuses on the didactics of adult education in Israel. Following a "Preface" (Meir Peretz) discussing the didactics of adult education, three major fields are examined: Learning for Adults; Hebrew Language and Culture for Immigrants; and Special Populations (adults with learning disabilities, senior citizens, and parents). Eighteen papers are included, organized in five sections. Two papers are included in the "General Views of Adult Education" section: "The Effects of Social, Technological and Personal Changes on the Learning Habits of Adults" (Rachel Tokatli) and "Adult Education: Learning and Knowledge" (Israel Katz). One paper is featured in the "Didactics of Adult Education" section: "Didactics of Adult Education at a Crossroads: Reflections" (Paul Kirmayer). Two papers make up the subsection on "Learning for Adults": "Can Adults Have a Second Chance?" (Ora Grebelsky); "Art in Tehila: Moments of Creativity" (Chaya Meiri-Minerby, Naomi Casuto, Leah Tzur). The subsection on "Hebrew Language and Culture for Immigrants" includes "'Roots' and 'Treetops' What Kind of Hebrew Should Be Taught and Learned in the Hebrew Language Ulpan?" (Riva S. Perlmutter); "Jewish Music as a Mirror of History" (Zeev Musimovici); and "Jewish and Israeli Identity Among Immigrants" (Moshe Adorian). The "Special Populations" subsection includes "Learning Disabilities in the Adult World" (Israel Winkler); "Is There a Need for an Alternative to the Group in Parent Training?" (Rina Cohen); and "Facilitating Older Adult Learning" (Pnina Lampert Tzabari). The Happenings and Publications section includes five papers: "Encounter between Israelis, Palestinians and Citizens of Arab Countries" (Ephraim Lapid); "Learning to Live Together in the Middle East--A Personal Perspective" (Ruth Blum); "An Adult Education Course for Participants from Developing Countries" (Moshe Adorian); "In Memorium Shulamit Katznelson" (Editors); and a report on 11 publications published in 1998-99 by the Israeli Ministry of Education "Publications: The Cream of the Crop" (Yehudit Orensztajn). (KC)

ED 455 403 CE 082 036

Teens Working: Turning Earning into Learning. Facilitator Guide

IDENTIFIERS- Learning Organizations; Paradigm Shifts; Return on Investment; *Technology Based Instruction

Today's workplace must employ knowledgeable, flexible, efficient, and adaptable workers who are lifelong learners. Adult learners need to be updated on the latest changes in the structure of the business environment. Business programs must respond to corporate and personal development needs by designing curriculum that embraces the management skills required by a changing business world. Because of workplace changes, managers need to cultivate change skills (such as flexibility, efficiency, and adaptability) in themselves and workers. People and corporations are undergoing paradigm shifts, where the accepted reality of their world is changing. Businesses are recognizing innovative ways to increase productivity by redesigning entire critical business processes and using technology to support the new designs. Business leaders must know how to attract, train, and retain "knowledge workers." E-learning offers 10 major advantages to the business world and work force: real-time learning; learner-centric training; learning-on-demand, which can help attract, train, and retain key workers; personalized individual training; ownership and empowerment; simulation; collaboration; training anytime and anywhere; cost effectiveness; and quantifiable return-on-investment. Employee education methods must be flexible and cost-efficient. The need for organizations to promote and capture learning at the individual, team, and organizational levels has fueled considerable interest in the concept of the learning organization. Online learning is effective and efficient. (Contains 15 references.) (YLB)

ED 455 420   CE 082 065

Gardiner, Karen N.; Fishman, Michael E.

Employing Welfare Recipients with Significant Barriers to Work: Lessons from the Disability Field.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 01

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accessibility (for Disabled); Adult Education; Agency Role; Assistive Devices (for Disabled); *Disabilities; Disability Discrimination; Disability Identification; Economically Disadvantaged; *Employment Programs; Employment Services; Equal Opportunities (Jobs); Federal Legislation; Federal Programs; Job Placement; Job Search Methods; Labor Turnover; Normalization (Disabilities); School Business Relationship; Supported Employment; *Technology Transfer; Tenure; Transitional Programs; Unemployment; Welfare Agencies; *Welfare Recipients; *Welfare Services

IDENTIFIERS- Projects with Industry; *Temporary Assistance for Needy Families

This report examines the disability community's efforts to help individuals who have significant disabilities access and maintain employment. It identifies how welfare agencies can learn from and build upon lessons from the disability community. Chapter 1 describes the hard-to-employ (HTE) Temporary Assistance for Needy Families (TANF) population and identifies barriers to employment and how states treat people with disabilities under their TANF systems. Chapter 2 highlights these four employment strategies for increasing employment among people with disabilities: workplace

Certification; *Trade and Industrial Education; Vocational Education; Work Experience Programs
IDENTIFIERS- *Alberta

This manual is a reference on the apprenticeship and industry training system for local and provincial apprenticeship committee members, presiding officers, and secretaries in Alberta. Section 1 contains an overview of Alberta's apprenticeship and industry training system. Section 2 provides an overview of the apprenticeship and industry training public consultation process, focusing on consultation outcomes. It lists criteria for the designation of all trades, both compulsory and optional certification trades; compulsory certification trades; and occupations. Section 3 describes roles and responsibilities of local apprenticeship committees (LACs), including presiding officers, members, and secretaries; provincial apprenticeship committees (PACs), including presiding officers, members, and secretaries; Alberta Apprenticeship and Industry Training Board; and government. Section 4 provides information on how LAC and PAC meetings are run. Section 5 contains templates for LAC and PAC agendas, minutes, and action requests. Sections 6 and 7 provide answers to frequently asked questions about LACs and PACs and about technical training. Other contents include definitions, key contact list, and list of apprenticeship and industry training regional offices. (YLB)

ED 455 437 CE 082 104

Careers in the Trades: A Presenter's Guide.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Education; *Apprenticeships; *Blue Collar Occupations; *Career Education; Career Planning; *Demonstrations (Educational); Developed Nations; Foreign Countries; Occupational Home Economics; Secondary Education; Semiskilled Occupations; Skilled Occupations; *Speeches; Student Recruitment; *Trade and Industrial Education; Work Experience Programs

This guide provides all the ingredients a speaker needs to give an interactive, informative presentation about careers in the trades and the apprenticeship system of training in Alberta. It is designed specifically for those who work or have worked in a trade, who have been asked to present information about careers in the trades, and who need ideas on organizing or packaging their presentation. Section 1 provides questions to be answered to provide a clear background for development of the presentation. Section 2 contains an outline for a presentation. Section 3 presents background reading that will provide some basic information that is needed to develop a presentation, including why one should talk about careers in the trades and the apprenticeship system. Section 4 addresses what career planning is, career planning in the trades, reasons for working, interests, nature of work, and skills. Section 5 provides a general list of trade skills and abilities to help describe the work carried out in a specific trade. Section 6 is comprised of presentation resources, pages that can be reproduced as overheads or used as speaking notes to assist the presenter in describing the apprenticeship system of training

Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; Adult Basic Education; *Adult Education; Change Agents; Developed Nations; Developing Nations; Economic Development; Educational Environment; *Educational History; Educational Needs; *Educational Philosophy; *Educational Practices; *Experiential Learning; Foreign Countries; Futures (of Society); Humanism; Marxism; Postsecondary Education; *Social Change; Socioeconomic Influences
IDENTIFIERS- Brookfield (Stephen); Dewey (John); Freire (Paulo); *Illich (Ivan); Knowles (Malcolm S); Lindeman (Eduard); Marx (Karl); Rogers (Carl); UNESCO

This book assesses the current state of adult education, including the traditions out of which adult education comes, its current problems, and its possible futures. It begins with an overview of Ivan Illich's theory and explains its significance for adult education. Part 1 examines the main historical traditions in adult education, including the education and development fostered by UNESCO (United Nations Educational, Scientific, and Cultural Organization); the theories of pragmatism (Dewey, Lindeman, experiential learning, symbolic interactionism), humanism (Rogers, Knowles, Brookfield) and Marxism (Freire, participatory action research) and the role of adult education in modern industrial development. Part 2 looks at more recent trends, including "turbo" capitalism, erosion of the welfare state, postmodernism, and the ecological crisis. Next the authors discuss privatization of adult education (customized learning for individuals) and instrumentalism (learning for earning). In Part 3, the authors maintain that adult education's longstanding commitment to deliver social change ran into difficulties in the 1980s and 1990s. After a chapter on how adult educators can "learn their way out" of the negative influences of recent trends, the book concludes by identifying possible future scenarios; the challenges confronting adult educators still committed to social change; and features that can contribute to "learning our way out of" the current impasse in adult education. (Contains 465 references.) (KC)

ED 455 454 CE 082 147

Jarvis, Peter, Ed.
The Age of Learning: Education and the Knowledge Society.
PUB DATE- 01
NOTE- 230p.; Produced by Kogan Page.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; *Adult Learning; Citizenship Education; Delivery Systems; Developed Nations; Educational Finance; Educational History; *Educational Needs; *Educational Philosophy; Educational Policy; *Educational Practices; Educational Technology; Educational Trends; Foreign Countries; Informal Education; Learning Processes; *Lifelong Learning; Policy Formation; Postsecondary Education; Prior Learning
IDENTIFIERS- Globalization; *Learning Society; United Kingdom; Work Based Learning

This book's 18 chapters provide a multi-disciplinary analysis of lifelong learning and the learning society by doing the following: (1) examining the way that these phenomena have emerged; (2) analyzing the concepts; (3) discussing ways in which the learning society functions; (4) assessing the implications of the learning society for other sectors of the educational institution; and (5) reflecting on the age of in this document to outline best practice for providing care for young people with chronic conditions. Chapter 1 provides the background information on developing consensus guidelines. Chapter 2 reviews the literature on the basis for the interventions. Conclusions are drawn in chapter 3. Appendix contains "Development of Consensus of Good Practice." (Contains 30 references.) (JDM)

ED 455 475   CG 031 074

Mersky, Rebecca A.; Chambliss, Catherine
Problems in Education about Violence: Factors Affecting the Perceived Increase in Violent Crime.
PUB DATE- 01
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Crime; Higher Education; *Incidence; *Mass Media Effects; Opinions; Psychology; *Social Cognition; Student Surveys; Undergraduate Students; *Violence

Although most national and regional statistics show that violent crimes have been declining, there is a widespread misperception among the public that such crimes are increasing. The Perception and Experience of Violent Crime survey, based on research on actual rates and perceptions of crime, was administered to subjects enrolled in a college psychology course. The study attempted to determine if students' false perceptions were the result of their personal experiences or whether they were from indirect, virtual media experiences. The data revealed misperceptions of violent crime rates in the U.S. among college students. The majority (82%) of the respondents perceived crime as out of control. Despite their general sense that crime is rampant, students do not seem to see their own environment as particularly dangerous. While widespread dissemination of accurate information about violent crime rates might improve young adults' knowledge, it is also possible that selective attention might distort their response to such educational efforts. Consideration must be given to the fact that educational efforts might be counterproductive. (Contains 62 references.) (JDM)

ED 455 476   CG 031 075

Gorton, Laura; Nicodemus, Teresa; Pomante, Michael; Binasiewicz, Megan; Dheer, Rahul; Dugan, Amy; Madaras, Janice; Chambliss, Catherine
Attitudes toward Maternal Employment in Male and Female Young Adults: 1990 versus 2000.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Attitude Measures; *Employed Parents; Family Work Relationship; Higher Education; Infants; *Mothers; Role; *Undergraduate Students

The increase in maternal employment has affected society and children. Indications are that the increased numbers of working mothers had impacted the size of families and the birth intervals within them. In addition, as children experience life with a working mother, personal constructs of adult roles and attitudes towards maternal employment can be expected to change. A study was conducted to examine the differences in

Ediger, Marlow
Testing and Evaluating Student Achievement in Reading.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Portfolio Assessment; Portfolios (Background Materials); *Reading Achievement; Reading Comprehension; *Standardized Tests; *Student Evaluation

There are a plethora of ways which may be used to ascertain learner achievement in reading. This paper discusses such procedures. Comprehensive teacher observation of reading, using quality criteria, can be an excellent approach to assess reading progress. Selected criteria are discussed. Six categories of word recognition skills are important. Reading comprehension, with its different levels of complexity, is also critical, and can be assessed through teacher observation. Portfolios that include well-chosen items may also indicate student progress and achievement in reading. State mandated reading tests offer certain strengths, but also have much need for improvement. A plethora of problems are involved with using tests results from mandated testing for punishment to "get schools in line." (Contains 12 references.) (SR)

ED 455 499   CS 014 439

Donoghue, Mildred R.
Picture Books That Teach Concepts in Science, Math, and Social Studies to Beginning Readers.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual West Coast Literacy Conference (Anaheim, CA, May 18-19, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Beginning Reading; Class Activities; Learning Activities; *Mathematics; *Picture Books; Primary Education; Reading Material Selection; *Sciences; Skill Development; *Social Studies; *Standards
IDENTIFIERS- *Concept Acquisition; Content Area Teaching; Trade Books

In today's schools, the additional time demanded by administrators and parents for literacy instruction of school beginners has almost eliminated content area instruction in science and social studies and has reduced instruction in math. This paper shows how to present such instruction in content areas to emergent readers without sacrificing literature through a selection of books recommended in "Best Books for Children." Each book title in the paper relates to content standards recently and professionally established for the lower grades by national organizations and/or a state department of education. Each of the 13 titles may be read aloud to the class and followed by the developmentally appropriate activity described in the paper. Also included are synopses of the books as well as the individual concepts in science, social studies, or math found in those books. (HKA)

ED 455 500   CS 014 440

Course of Human Events...; Lesson 5: What Experience Hath Shown; Lesson 6: Share and Declare; Lesson 7: Eighty-Six It: Changes to Jefferson's Draft; Lesson 8: Publish and Declare; and Extending the Lesson. The lesson plan provides detailed information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels and approximate length of time required for each lesson; and outlines national standards for civics and government, social studies, and language arts covered in the lessons. Contains extensive lists of relevant Web sites and additional resources. (NKA)

ED 455 518 CS 217 614

Before Brother Fought Brother: Life in the North and South, 1847-1861.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); Class Activities; *Classroom Techniques; *Cultural Context; Curriculum Enrichment; Government Role; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; Regional Characteristics; *Slavery; *Social History; Student Educational Objectives
IDENTIFIERS- *Conflict Analysis; Daily Activities; Regionalism

More Americans lost their lives in the Civil War than in any other conflict. The question is how the United States arrived at the point at which the South seceded and some families were so fractured that brother fought brother. A complex series of events led to the Civil War. The lessons in this unit are designed to help students develop a foundation on which to understand the basic disagreements between the North and the South before the Civil War. In these lessons, through the examination of primary source documents from the mid-1800's--photographs, census information, and other archival documents--students can gain an appreciation of everyday life in the North and the South, changes occurring in the lives of ordinary Americans, and some of the major social and economic issues of the years just before the Civil War. The lesson plan contains guiding questions and material on how to prepare to teach the lesson. It also contains suggested activities for the following lessons: Lesson 1: Important Enough To Fight About; Lesson 2: Making a Living; Lesson 3: Take My Census, Please; Lesson 4: Cities North and South; Lesson 5: The Lives of African-Americans: A Debate against Slavery; Lesson 6: Presenting Life before the Civil War; and Extending the Lesson. The lesson plan provides detailed information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels and approximate length of time required for each lesson; and outlines national standards for social studies, geography, civics and government, and language arts covered in the lessons. Lists 13 related Internet links to Web sites. (NKA)

ED 455 519 CS 217 615

Schindler, Kirsten
Invent an Audience--Create a Context: How Writers Are Referring to Readers.

Redd, Teresa M.
"How I Got Ovah": Success Stories of African American Composition Students, Part II.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001). Part I, the author's report on the pilot study is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Freshman Composition; Higher Education; *Language Attitudes; Portfolio Assessment; *Standard Spoken Usage; *Student Attitudes; Teacher Response; Teacher Role; Writing Improvement
IDENTIFIERS- *African Americans

This study explored how some African American students dramatically improved their control of Edited American English (EAE) in their introductory composition course at Howard University. The participants included 40 students who were enrolled in ENGL 002 in 1998, 1999, or 2000, as well as the 10 teachers who had recommended the students as "most improved." A pretest-posttest comparison and portfolio assessment isolated two distinct groups of students within this sample: 18 "successful" students who had achieved consistent progress and 22 "struggling" students whose performance had proved inconsistent. To determine why the Successful Group had progressed more than the Struggling Group, the research team addressed the following questions: How did the teachers strengthen the students' command of EAE? What successful strategies did the students employ on their own? What roles did other people and resources play in the students' progress? What role did the students' and teachers' language attitudes play? With these questions in mind, the team conducted discourse-based interviews with the students and their teachers, classified errors in the portfolios, and coded the interview data. The data analysis revealed that both groups of students attributed most of their progress to their teachers' written comments rather than readings, lessons, writing assignments, conferences, peer review, or independent work. However, there were significant differences in (1) the groups' awareness of their writing problems; (2) their evaluation of their independent study; (3) their sources of motivation; (4) their choice of partners for collaboration; and (5) their attitudes toward Standard English. Surprisingly, language attitudes played the most statistically significant role in the study. Nearly all of the members of the Successful Group portrayed Standard English, especially EAE, as a "universal" language that allows Americans to understand one another. On the other hand, the Struggling Group was more likely to regard Standard English merely as a school or job requirement rather than a "lingua franca" to facilitate communication. Notably, the only students who considered Standard English "White" belonged to the Struggling Group. The study contains 20 references. Appendixes contain the research questions, 7 tables of data, and brief descriptions of 7 additional significant findings. (RS)

ED 455 538   CS 217 660

Johnson, Jilaine
Romanticism or Reality? An Exploration of Frances Mary Hendry's "Chandra."

differences over time in the level of inflation. It examines indices that can be used to make judgments for these differences in costs, and outlines a future plan of action to derive precise, stable, and accurate indices for school administrators and policymakers to use. Adjusting for regional cost-of-living differences is one of the challenges to producing a cost-of-education index. The other involves adjusting for cost-of-living differences over time. There are two primary goals for the future of Geographic Cost Adjustments: improve the index of cost variations as well as educate the public and policymakers about any progress that is made. The basic challenges are to make indices generalizable across different levels (local, state, and region), separate and distinguish influences that are controllable by the school, be careful of double counting when adding new adjustments, and address any political considerations. (Contains 9 pages of references.) (DFR)

ED 455 558   EA 031 077

Implementation Recommendations for School Districts. GASB Statement No. 34.
PUB DATE- 00
NOTE- 73p.; Sponsored by eschoolmall.com.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Compliance (Legal); Educational Change; *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Audits; *Financial Services; Financial Support; Government Publications; *Government Role; Management Systems; *Public Policy; Public Schools; Tax Allocation

Statement 34 is the most significant change in the history of governmental accounting. It is a dramatic change in the way school districts report and present financial information. This new reporting model affects every public-school organization that issues financial statements in conformity with generally accepted accounting principles (GAAP). The term "reporting model" is used in this publication to describe the minimum set of financial statement, note disclosures, and required supplementary information that must be presented in a financial report for an independent auditor to assert, without qualification or further comment, that a government's financial statements are fairly presented in conformity with GAAP. Statement 34 will improve operational accountability by highlighting the districtwide perspective that was frequently lost in the detail of fund accounting. Although the statement includes significant requirements that enhance financial reporting, it does not abandon the traditional public-sector approach to accounting and fiscal disclosure. The requirements are also designed to make annual reports easier for the public to understand and more useful to stakeholders. The document presents the new standards and provides examples of the required financial reports. Appendixes provide sample management discussion and analysis, and the ASBO Certificate of Excellence in Financial Reporting Program. (DFR)

ED 455 559   EA 031 078

New School Management Approaches: What Works in Innovation in Education. Education and Skills.
PUB DATE- 01

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Change Strategies; Educational Assessment; *Educational Change; *Educational Improvement; Elementary Secondary Education; Models; Program Evaluation; School Restructuring
IDENTIFIERS- *New Jersey

This report discusses an evaluation of the implementation of Whole School Reform (WSR) in New Jersey. It is based on a study intended to update the New Jersey Department of Education (NJ DOE) on the implementation of WSR model programs and strategies in three school cohorts and also outline the technical assistance needs of district and school-level stakeholders. Participants in the study were drawn from three key educator groups: members of each School Management Team (SMT) from the 196 schools in the three WSR cohorts, central-office administrators, and staff members from the NJ DOE. Four questions guided the study: (1) What are the SMTs' perceptions of the progress of WSR implementation? (2) What are district staffs' perceptions of the progress of WSR implementation? (3) How do SMTs assess the quality of support supplied by the state? and (4) How do SMTs and district administrators assess the quality of support supplied by the state? Based on the findings, it was recommended that NJ DOE target two areas for assistance and support in implementing WSR: Provide ongoing technical assistance to administrators and to community organizations, such as training SMT members on how to hire appropriate personnel, and conduct additional research on the implementation of WSR. Four appendices feature copies of the surveys and descriptions of the survey protocol. (Contains 19 references.) (RJM)

ED 455 578 EA 031 114

Ericson, John; Silverman, Debra; Berman, Paul; Nelson, Beryl; Solomon, Debra
Challenge and Opportunity: The Impact of Charter Schools on School Districts. A Report of the National Study of Charter Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 65p.; With support from the Institute for Responsive Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Charter Schools; Economic Impact; Educational Administration; *Educational Change; Elementary Secondary Education; Nontraditional Education; School Choice; School Districts

This report examines the operational and educational changes that school administrators attribute to charter schools. It is part of the U.S. Department of Education's 4-year study to document and analyze the charter-school movement. The study asked two questions: What changes have districts made in district operations and district education that can be attributed to charter schools? and Under what conditions do charter schools affect change in district operations and district education? To answer these questions, researchers conducted in-depth site visits in 14 school districts and interviewed by telephone administrators in 35 other districts. The results indicate that every district in the study reported being affected by charter schools and, accordingly, had made operational changes. Nearly secondary schools, higher education, and international education. The 2000 yearbook contains 11 chapters, each covering a separate education law topic authored by an expert in that area. The major topics covered as follows: Employees, school governance, pupils, bargaining, students with disabilities, torts, sports, higher education, students in higher education, federal and state legislation, non-education related (cases having implications for educators), and international law, including cases and legislation from Australia, Canada, England and Wales, Europe, Great Britain, New Zealand, and South Africa. The yearbook includes a table of cases and a list of cases by jurisdiction. (Contains an index). (PKP)

ED 455 598   EA 031 174

Frels, Kelly, Ed.; Horner, Jeff, Ed.; Camp, Bill, Ed.; Robinson, Vianei Lopez, Ed.
Texas School Law: A Practical Guide.
PUB DATE- 96
NOTE- 338p.; Contributing authors include Chris Borreca, Tim Brightman, Lisa Brown, Chris Gilbert, Ray Gregory, Tracy Hester, Janet Horton, Jennifer Jacobs, Arturo Michel, Gray Muzzy, Rick Peebles, Jennifer Piskun, Merri Schneider-Vogel, and Cynthia Stroman. The National Organization on Legal Problems of Education is now the Education Law Association. for the 1999 supplement to the guide, see EA 030734.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Boards of Education; Constitutional Law; Copyrights; *Court Litigation; Disability Discrimination; Elementary Secondary Education; Federal Courts; *School Law; Sexual Harassment; *State Courts; *State Legislation; *Student Rights; Superintendents; *Teacher Rights; Torts
IDENTIFIERS- First Amendment; Fourteenth Amendment; Fourth Amendment; *Texas Education Code; Voting Rights Act 1965

Intended as a practical legal guide for Texas educators and lawyers, this book contains three major sections dealing with several chapters on various school law topics, each prepared by Texas attorneys. Section 1, "School Boards and Superintendents," includes chapters on school board members authority and relationship with staff, the Texas Open Meetings Act, competitive bidding and proposal requirements for Texas school districts, law of nepotism and conflicts in Texas, religion in the public schools, environmental issues relating to public schools and junior colleges in Texas, copyright law, real estate issues relating to school districts and colleges, and election laws. Section 2, "Teachers and Other Staff," includes chapters on the First Amendment and school employees, employment discrimination and related claims, sexual harassment of employees, avoiding impermissible inquiries in the pre-employment process, the Texas Public Information Act, employment practices regarding the disabled employee, employment contracts, investigating employee wrongdoing, documentation for teacher improvement or termination, and implementing a meaningful grievance process. Section 3, "Students," includes chapters on tort liability and governmental immunity, the First Amendment rights of students, student discipline law, application of the Fourth Amendment to searches and seizures conducted by school officials, education support. This booklet provides an overview of the wealth of information available for education practitioners and policymakers addressing the problem of supporting and retaining beginning teachers. Schools that provide high levels of support for beginners will retain more and better teachers, and students will reap the rewards of a more positive and effective learning environment overall. Topics include what new teachers need, implementing a program for beginning teachers (new teacher induction programs, teacher mentoring programs, and school-university collaboration), how community members can support new teachers, suggestions for beginning teachers, special considerations for rural schools, and supporting bilingual and minority schools. Three beginning teacher assistance programs practiced in Montana, Oregon, and Washington are described and examples are provided of how unions and state departments in the Northwest support beginning teachers. The appendix contains resources for beginning teachers and mentors. (RT)

ED 455 620   EC 308 491

Marschark, Marc
Language Development in Children Who Are Deaf: A Research Synthesis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cochlear Implants; *Cued Speech; *Deafness; Early Intervention; Elementary Secondary Education; *Language Acquisition; Parent Child Relationship; Preschool Education; *Sign Language

This document is designed to provide educators with an objective synthesis of the current research on language development in children who are deaf. The materials reviewed were primarily peer-reviewed articles published in the last 10 years. Only references that focus primarily on deafness were included; however, some studies also involved children who are considered to be hard of hearing. Findings from the review indicate: (1) language development depends on frequent, consistent, and accessible communication, regardless of whether it is through signed or spoken language; (2) most children who are deaf not only start learning language later than their peers, but are confronted with less consistent language models when they do start; (3) children who are deaf who learn sign language as preschoolers show better academic achievement and social adjustment during the school years; (4) programs that combine sign language and spoken English may be more effective than programs that use either spoken or sign language alone; (5) cochlear implants improve speech perception, vocabulary growth, and receptive and expressive communication skills; and (6) administrators and policymakers can have a more positive impact on the language development of children with deafness by supporting early intervention. (Contains approximately 180 references.) (CR)

ED 455 621   EC 308 492

Straut, Diana; Kluth, Paula; Papandrea, Jean
Inward Bound: Transformative Learning in an Evaluation of a Pre-

(141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Sign Language; Communication Skills; *Deafness; Economically Disadvantaged; Elementary Secondary Education; *Family Literacy; *Family Programs; *Family Relationship; Hispanic Americans; Home Visits; Interpersonal Communication; Mexican Americans; Parent Child Relationship; *Parents with Disabilities

This paper describes the activities and outcomes of a program in literacy education for the deaf funded by the Barbara Bush Foundation for Family Literacy. The "L.E.A.D." program began in El Paso, Texas, on September 1, 1995, and ceased operations on July 31, 1997. The program was designed to improve communication in economically disadvantaged families with parents who are deaf and who have hearing children in order to enhance the children's future social interactions and the reading, writing, and oral/sign skills of family members. A total of 18 parents and 30 children participated in the program. The program was divided into two components: classroom instruction and home visits. Classroom instruction was further divided into three components: family literacy, computer literacy, and academic literacy. Results from the program indicate the classes and home visits had a very positive effect on the families. There has been considerable increase in communication between parents and children and families looked forward to coming to the classes and to the home visits. Often the children looked for guidance in hearing adults and the classes served as a mechanism for children to ask their parents for guidance. This also encouraged the entire families to learn a standardized form of communication. (CR)

ED 455 640   EC 308 528

Miller, Phyllis, Ed.
Testing: Let's Put It to the Test.
PUB DATE- 00
NOTE- 152p.; Theme issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Adults; Creative Thinking; *Creativity; *Cultural Differences; Divergent Thinking; Evaluation Methods; Females; *Gifted; *Intelligence Tests; Psychopathology; *Self Evaluation (Individuals); *Test Validity

In this journal issue, articles examine various aspects of testing intelligence, creativity, and psychopathology. Featured articles include: (1) "Monglottosis: What's Wrong with the Idea of IQ Meritocracy and Its Racy Cousins?" (Johan W. Oller, Jr.), which shows empirically and theoretically that even nonverbal IQ tests mainly measure powers of reasoning accessed through the primary language of the test-takers and that verbal IQ scores assess proficiency in the language of the tests; (2) "Are Americans Becoming More or Less Alike? Trends in Race, Class and Ability Differences in Intelligence" (Wendy M. Williams and Stephen J. Ceci), which discusses findings indicating there is no evidence that dysgenic trends have caused declining American students' test scores and that there is a growing convergence across racial, socioeconomic, and ability related segments of American society; (3) "Self-Report Measures of Intelligence: Are They Useful as Proxy IQ Tests?" (Delray L. Paulhus and others), which discusses findings that indicate use of indirect and direct measures failed to yield valid results; (4) "Gifted--Through Whose Cultural Lens? An Application of Postpositivistic Mode of Inquiry" (Jean Sunde

DESCRIPTORS- Biographies; Classroom Techniques; *Creative Activities; *Creative Development; Creative Teaching; Creative Thinking; *Creative Writing; *Creativity; Elementary Secondary Education; Fiction; *Gifted; History; *Language Arts; Poetry
IDENTIFIERS- ERIC Digests

This digest paper presents strategies and activities that can be used to encourage gifted students to develop their individual talents in the language arts. Suggestions for exploring poetic language especially free verse, include ideas for creating group poems and catalysts for creating individual poems. Suggestions for exploring the elements of fiction include encouraging divergent thinking about stories and using fairy tales with slightly altered characters to explore fiction. Suggestions for the study of biography and historical fiction address helping students research the facts and trying to describe an event from the perspective of various real or imaginary individuals. These types of activities are thought to develop creative writing, composing, and dramatizing skills as well as the higher level thinking skills of analysis, interpretation, and evaluation. (DB)

ED 455 660   EC 308 548

Coleman, Mary Ruth
Conditions of Teaching Children with Exceptional Learning Needs: The Bright Futures Report. ERIC Digest E613.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Quality of Working Life; Special Education; *Special Education Teachers; *Teacher Attitudes; *Teacher Persistence; *Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS- ERIC Digests

This digest summarizes the findings of a study commissioned by the Council for Exceptional Children to identify the variables that affect a special education teacher's ability to succeed and desire to continue in the field. Themes that positively influence the conditions teachers work in were identified including a sense of collegiality and professionalism, an environment of open and frequent communication, a supportive climate, availability of resources, and clarity of roles and responsibilities. Specific barriers to quality teaching performance were also identified including caseload (class size and composition), paperwork, and time for planning and collaboration. Also noted is the importance of administrative support. The report finds a growing gap between growing expectations of teachers (such as greater collaboration, parent and student counseling, and accountability for student learning) and a lack of resources (teachers spend an average of $500 of their own money per year on classroom supplies and materials). Recommendations to help create conditions that promote successful special education teaching include: defining the roles of special and general educators relative to students with exceptionalities, leveraging teacher time with technology and clerical support to reduce the paperwork burden, and creating a career continuum in special education. (DB)

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiovisual Instruction; College Students; Computer Uses in Education; *English (Second Language); Foreign Countries; Higher Education; Korean; Language Acquisition; Listening Skills; Oral Language; Questionnaires; Second Language Instruction; Second Language Learning; Speech Skills; *Student Attitudes; Student Surveys; Uncommonly Taught Languages; World Wide Web
IDENTIFIERS- *South Korea

This issue includes the following articles: "A Problem Solving Approach to the Management of Change in Language Education" (Andy Curtis); "Nonverbal Communications Skills in the EFL Curriculum" (Chung-Il Kang); "Korean Student Exposure to English Listening and Speaking: Instruction, Multimedia, Travel Experience and Motivation" (David I. Kim, Douglas Margolis); "Web-Based Language Learning in Korea: A Pedagogical Critique" (Gerry Lassche); and "A Study of Goal Setting for Language Acquisition In the ESL Classroom" (John Skye). (KFT)

ED 455 684 FL 026 815

Sosa, Alicia, Ed.
NABE News, 2000-2001.
PUB DATE- 01
NOTE- 275p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Asian Americans; *Bilingual Education; Bilingual Education Programs; Elementary Secondary Education; English (Second Language); *Federal Legislation; Hispanic Americans; Language Minorities; *Limited English Speaking; *Politics of Education; School Community Relationship; Second Language Instruction; Second Language Learning; Spanish Speaking; *State Legislation
IDENTIFIERS- Arizona; Colorado; Proposition 227 (California 1998); Two Way Bilingual Education

This document contains the 2000-2001 issues of the "NABE News," a magazine about bilingual education. The theme of each issue is: (1) "Back to School: Anti-Bilingual Ballot Initiatives To Affect Thousands of LEP Students"; (2) "Serving Emerging Populations: School Districts Re-Tool To Respond to New Students' Needs"; (3) "NABE Celebrates 25 Years of Service to Bilingual Education"; (4) "Promoting Biliteracy: Recent Research Supports the Benefits of Biliteracy"; (5) "Meeting Standards and Serving LEP Students: Implementation of Reforms Requires Adaptation"; and (6) "Standards-Based Assessment: A Call for Accuracy, Appropriateness, Alignment, and Accomodation." (AA)

ED 455 685 FL 026 820

Cohen, Andrew D.
Preparing Teachers for Styles- and Strategies-Based Instruction.
PUB DATE- 01
NOTE- 21p.; Paper presented at the International Conference on Language Teacher Education (2nd, Minneapolis, MN, May 17-19, 2001). Conference sponsored by the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

Studies, University of Alberta, and Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Background; *Cultural Education; Ethnic Groups; Foreign Countries; Heritage Education; Instructional Materials; Literature; Pattern Drills (Language); *Reading Materials; Second Language Instruction; Second Language Learning; *Ukrainian; Uncommonly Taught Languages; Vocabulary Development; Writing Skills
IDENTIFIERS- Canada; *Ukrainians

One of four intermediate- to advanced-level activity books in a series, this student workbook offers a selection of exercises, vocabulary builders, dialogs, and writing exercises for language skill development. It is intended for use in the instruction of native speakers, heritage language learners, or second language learners of Ukrainian. Also included is a teacher's answer key to accompany the student activity book. (CNP)

ED 455 707 FL 026 860

Boruszczak, Bohdan, Comp.; And Others
Liuds'ka vdacha: uchnivs'kyi zoshyt (Human Nature: Student Activity Book) and Liuds'ka vdacha: vidpovidi do uchnivs'koho zoshyta (Human Nature: Answer Key to Student Activity Book). Collage 2: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 01
NOTE- 106p.; For related Ukrainian student activity and answer key documents, see FL 026 858-59 and 867-70. Funded by Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Background; *Cultural Education; Ethnic Groups; Foreign Countries; Heritage Education; Instructional Materials; Literature; Pattern Drills (Language); *Reading Materials; *Second Language Instruction; *Second Language Learning; *Ukrainian; Uncommonly Taught Languages; Vocabulary Development; Writing Skills
IDENTIFIERS- Canada; *Ukrainians

One of four intermediate- to advanced-level activity books in a series, this student workbook offers a selection of exercises, vocabulary builders, dialogs, and writing exercises for language skill development. It is intended for use in the instruction of native speakers, heritage language learners, or second language learners of Ukrainian. Also included is a teacher's answer key to accompany the student activity book. (CNP)

ED 455 708 FL 026 867

Cyncar-Hryschuk, Markiana, Comp.

the problems of the information age. There are numerous faculty recruitment and development models, but a collaborative approach would seem to be the most promising. One such approach is the Westminster model currently used at Westminster College, Pennsylvania. The development of technical skills for faculty is promoted through a Faculty Development Committee and a Faculty Development Officer (FDO). Together they work to encourage scholarship and the improvement of teaching. The FDO serves as a resource for faculty members seeking professional development, technology training, and funding opportunities. (SLD)

ED 455 729   HE 034 185

The Changing Role of Higher Education in Preparing California's Teachers: A Roundtable Policy Discussion.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; *Higher Education; Public Policy; *Teacher Education; Teacher Supply and Demand; Workshops
IDENTIFIERS- *California

The California Postsecondary Education Commission convened a roundtable to begin discussing issues related to the changing role of higher education in preparing California's teachers. This report summarizes presentations by the three keynote speakers at the roundtable and provides highlights of the policy discussions among the participants. The first paper, "National Perspective on Teacher Preparation Issues," (by Eric Hirsch) explains that much of the pressure California is feeling is being felt across the United States. State legislatures are moving to address these challenges with a variety of initiatives and programs to change teacher preparation programs. "California's Current Policy Environment and Overview of New Directions in Teacher Education," (Gary Hart), discusses programs related to internships, pre-internships, diversity, beginning teacher induction, teacher quality, and professional development. "Improving the Linkage between Higher Education and K-12," (Dede Alpert), describes work being done to bring California's Master Plan for Higher Education up to date. Roundtable discussions focused on recruitment, teacher preparation and professional development, and some overarching issues related to the fragmentation of governance and the lack of consistent and meaningful evaluation strategies. (SLD)

ED 455 730   HE 034 186

Executive Compensation in California Public Higher Education, 2000-2001. Higher Education Update.
PUB DATE- 01
NOTE- 12p.; For the 1999-2000 report, see ED 445 605. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; Administrators; *Compensation (Remuneration); Educational Finance; Higher Education; Politics of Education; *Salary Wage Differentials; State Colleges; State Universities; *Teacher Salaries

As a followup to a survey of distance education faculty, the National Education Association conducted two 3-hour focus groups with 12 higher education faculty members in June 2000. The purpose of the groups was to gain more understanding of the complexity of feelings and opinions expressed in a telephone survey conducted in March 2000. The telephone survey indicated that 72% of distance learning faculty had a positive opinion of distance learning, compared to 14% who had a negative opinion. In the focus groups, as in the survey, increasing a student's access to education was the most frequently mentioned positive thought about distance education. The second most frequently mentioned set of concepts concerned the convenience of students being able to learn and faculty able to teach on a schedule and from a location of their own choosing. Faculty members were concerned about a lack of human contact and of the lack of reliability of the technology for distance education. In the focus groups, faculty had specific comments about training that was useful, or not useful, to them. Focus group members usually wanted enrollment limits to distance education classes, and they wanted to be compensated as other faculty were compensated for traditional courses. Faculty also raised concerns about controlling how their intellectual property was used. Overall, the focus groups provided insights into the attitudes of faculty members about distance education. (SLD)

ED 455 751 HE 034 225

Lee, John
Higher Education on the Web.
PUB DATE- 01
NOTE- 6p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Distance Education; Educational Trends; *Higher Education; *Information Technology; Strategic Planning; *World Wide Web

The investment in information technology has doubled for colleges over the last 10 years, and the next big evolution, the development of Web-based learning, is well underway. Most colleges and universities have a strategic plan for distance education or are developing one. The effort is led by community colleges and private universities, both of which have a tradition of providing access to broad communities of students. The biggest constraint to moving education to the Web is not technical resources, but staff development. Faculty members need assistance in their efforts to integrate technology into instruction. At present, colleges and universities are more likely to use the Internet for marketing and internal communication than for distance education or instruction on campus, but there is no doubt that the Internet is changing the way colleges and universities do business. It is imperative that college and university faculty members keep abreast of this new teaching medium as it evolves. (SLD)

ED 455 752 HE 034 226

Lee, John
Enrollment Projections.
PUB DATE- 00
NOTE- 6p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

on users' goals and needs, not those of designers or instructors. The following steps in the model for responsive instructional design are each described: Reveal Current Beliefs; Propose Strategies; Implement Changes; Reflect on Changes; and Refine Beliefs. (Contains 28 references.) (AEF)

ED 455 770   IR 020 726

Eseryel, Deniz; Spector, J. Michael
Assessing Adaptive Instructional Design Tools and Methods in ADAPT IT .
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aviation Education; Design Preferences; Designers; Foreign Countries; Information Technology; *Instructional Design; Instructional Development; Instructional Materials; *Teaching Methods; Teaching Models; Training
IDENTIFIERS- Europe

ADAPT IT (Advanced Design Approach for Personalized Training - Interactive Tools) is a European project within the Information Society Technologies program that is providing design methods and tools to guide a training designer according to the latest cognitive science and standardization principles. ADAPT IT addresses users in two significantly different domains within the aviation industry: aircraft maintenance training and air traffic control training. Because these two subject domains are quite different and because those who perform associated tasks also differ in significant ways, it is hypothesized that outcomes will generalize to other complex domains and users. The methods integrated into ADAPT IT are based on van Merrienboer's (1997) four-component instructional design model. The model provides guidelines for the design of training programs in highly complex domains and consists of four layers: (1) principled skill decomposition; (2) analysis of constituent skills and related knowledge; (3) selection of instructional methods; and (4) development of a learning environment. These layers prescribe and contextualize the activities that instructional designers should perform in order to produce effective training for complex cognitive skills. This paper reports the needs assessment procedures and outcomes associated with the effort and indicates how they are informing the evaluation plan. (Contains 10 references.) (Author/AEF)

ED 455 771   IR 020 727

Gaddis, Barbara; Napierkowski, Harriet; Guzman, Nadyne; Muth, Rodney
A Comparison of Collaborative Learning and Audience Awareness in Two Computer-Mediated Writing Environments.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English

(Author/AEF)

ED 455 790 IR 020 746

Richards, Rebekah A.
A New Historical Approach to Instructional Message Design: The Case of the "Janua Linguarum" and Its Implications for Foreign Language Pedagogy.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Higher Education; *Instructional Design; Instructional Innovation; Instructional Materials; *Second Language Instruction; *Second Language Learning; Second Language Programs; Secondary Education; Teaching Methods; Textbooks; Translation

One of the problems that continues to plague teachers of foreign languages at the secondary and university levels is the students' use of a "pony," or literal translation, to assist them in completing their translation assignments. Due to the wide availability of such translations and the tendency for students to choose the path of least resistance, the use of such crutches is not bound to end. Though the author does not suggest that it is appropriate in all instances, it is her contention that teachers of foreign languages can guide students' use of the "pony" in ways that will work to their advantage rather than their detriment, as can be demonstrated through a popular language textbook from the early 17th century. The example discussed in this paper and an examination of the design methodology used by the author of the 17th century textbook also suggest that a new historical approach to instructional design is appropriate and beneficial for modern instructional designers, especially vis-a-vis modern foreign language pedagogy. (Contains 15 references.) (Author/AEF)

ED 455 791 IR 020 747

Schnackenberg, Heidi L.; Chin, Kevin; Luppicini, Rocci J.
Heuristic and Formative Evaluation: A Case Study Illustrator of a New Technique.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Evaluation Methods; *Formative Evaluation; *Heuristics; Instructional Design; *Instructional Effectiveness; *Instructional Material Evaluation; Screen Design (Computers); World Wide Web
IDENTIFIERS- *Web Sites

PUB DATE- 00
NOTE- 13p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Computer Literacy; *Computer Uses in Education; Educational Development; Elementary Secondary Education; Staff Development; *Teacher Attitudes
IDENTIFIERS- *Technology Integration; Technology Role

This paper presents a potential solution to encourage technology adoption and integration within schools by proposing a human-centered technology "bill of rights" for educators. The intention of this bill of rights it to influence educators' beliefs towards technology and to enable educators to confront with confidence the seemingly mesmerizing host of new technologies. The discussion includes: instructional technology in the schools--allegiance and resistance; immature and mature views of technology; incentives and obstacles for integrating technology; and beliefs about technology and its impact. The human-centered design influences in the proposed technology bill of rights for educators are discussed, followed by descriptions of the nine rights in the proposed bill of rights: "It is not your fault, it is the designers' fault"; "'Old' technology is fine to use, as long as it is effective"; "Technology will conform to my proposed needs, not designers' needs"; "I am a designer of technology, rather than a user of technology"; "Appropriate technology is redundant or impractical technology is an oxymoron"; "It is fine to make 'errors' with technology; technology will adapt to my mistakes"; "Technology is designed to solve my problems"; "Technology is designed to help me be more creative"; and "The more active a technology user I am, the more effective technology will be." Future directions are outlined. (Contains 39 references.) (AEF)

ED 455 810 IR 020 766

Wu, Yann-Shya
Guidelines for Instructional Sequencing in Emotional Literacy Learning Using PATHS Curriculum as an Example.
PUB DATE- 00
NOTE- 15p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712. Figures contain illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Cognitive Processes; Curriculum Development; Educational Development; Guidelines; Instructional Development; *Learning Strategies; Literacy; Teaching Methods
IDENTIFIERS- *Emotional Intelligence; *Sequencing Skills

The purpose of this paper is to provide guidance for instructional sequencing in emotional literacy curricula. First, the concepts of instructional sequence and the problems

Core Curriculum objectives as well as reform efforts expressed in publications by the National Council of Teachers of Mathematics. InterMath is a collaborative effort among the University of Georgia, Georgia Institute of Technology, and nine regional technology centers in the state of Georgia. (Contains 39 references.) (Author/AEF)

ED 455 828   IR 020 851

Cimino, Carol, Ed.; Haney, Regina M., Ed.; O'Keefe, Joseph M., Ed.; Zukowski, Angela Ann, Ed.
Forming Innovative Learning Environments through Technology. Conversations in Excellence.
PUB DATE- 00
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Computer Assisted Instruction; *Computer Uses in Education; Educational Development; Educational Environment; Educational Practices; *Educational Technology; Elementary Secondary Education; Instructional Innovation
IDENTIFIERS- Technology Integration

Selected Programs for Improving Catholic Education (SPICE) was initiated in 1996. This venture of the National Catholic Educational Association, in partnership with the Jesuit Institute at Boston College, identifies exemplary Catholic educational programs from around the country, and invites the schools and dioceses named to share their ideas and practices in a 3-day gathering called Conversations in Excellence at Boston College. The focus area of SPICE 1999 was "Forming Innovative Learning Environments through Technology." Specifically, the SPICE committee was looking for programs that seamlessly weave the use of technology into every aspect of the learning experiences for students. The 1999 Conversations in Excellence symposium was held at the University of Dayton, running concurrently with another program, "New Frontiers for Catholic Schools." Following an overview of SPICE 1999 (Carol Cimino), this book describes (in chapter 2) each of the 11 model programs selected for SPICE 1999 (Carol Cimino), including ideas for implementation along with contact information about school and diocesan personnel who are willing to help others to replicate or adapt what they have done. SPICE 1999 presentations included in subsequent chapters are: "Technologies of Liberation: Education in the New Century" (David D. Thornburg); "Increasing Students' Participation via Multiple Interactive Media" (Andrey L. Kremer with Christopher Dede); "Approaches for Reflecting on Communication from the Perspective of Catholic Education" (Angela Ann Zukowski); "Computer Literacy-Media Literacy: What's the Connection?" (Frances Trampiets); and "Checkpoints for Excellence in Curricular Technology Integration" (Judith Oberlander). This volume also contains a compilation of a survey on the past SPICE programs (Thomas McLaughlin), and a discussion of the results of the Quality Education Data 1999-2000 Catholic school technology survey (Joseph M. O'Keefe). (AEF)

ED 455 829   IR 020 852

Sapone, Carmelo V.; Singh, Delar K.
Interactive Internet Chat Room Inquiries and Strategies.
PUB DATE- 01
NOTE- 28p.

PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; *Educational Technology; Elementary Secondary Education; Financial Support; Information Services; Internet; *Resource Allocation; School Libraries; Telecommunications
IDENTIFIERS- *E Rate (Internet); Federal Communications Commission

Under the Federal Communication Commission's (FCC's) e-rate program, schools and libraries can receive discounts from vendors on the cost of eligible telecommunications services, Internet access, and internal connections (the equipment needed to deliver these services). The discounts range from 20 to 90 percent, with higher discounts given to applicants in low-income and rural areas. The Universal Service Administrative Company's (USAC's) Schools and Libraries Division (SLD) is responsible for carrying out the program's day-to-day operations. To obtain e-rate support, eligible schools and libraries must submit an application to SLD specifying the services they wish to purchase, how much discount funding they would need, and the vendors they have selected to provide the services. In the December 2000 report on e-rate issues, data were included on the amount of program funds requested, committed, and approved for payment during the first 2 program years (1998 and 1999), broken out by state. Funding commitments for the third program year (2000) were not yet available because SLD and the FCC had not finished making all of their commitment decisions at the time the review was concluded. State-level data is now provided on: the amount of funds requested and committed for all 3 program years and an update on the amount of committed funds approved for payment during the first 2 program years. In addition, a preliminary estimate of the amount of e-rate funding requested for the fourth program year (2001) is included. A letter at the beginning of the document from Stanley J. Czerwinski, Director, Physical Infrastructure Issues, discusses the results in brief. Six tables provide data on funds requested and committed for all the program years. The first appendix provides data for each state on funding requested, committed, and approved for payment for years 1998 through 2000. Copies of FCC's and USAC's comments are included in the second and third appendixes. (AEF)

ED 455 848 IR 058 186

Statistics & Input-Output Measures for Colorado Public Libraries, 1999.
PUB DATE- 01
NOTE- 239p.; Produced by Library Research Service, Colorado State Library with funds from Library Services and Technology Act (LSTA).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Library Collections; Library Expenditures; Library Funding; Library Personnel; Library Services; *Library Statistics; Library Surveys; *Public Libraries; Statistical Data; Tables (Data)
IDENTIFIERS- *Colorado

"Statistics and Input-Output Measures for Colorado Public Libraries, 1999" is a compilation of data collected from the

DESCRIPTORS- Accountability; *Agency Cooperation; Cooperative Planning; Coordination; Delivery Systems; *Demonstration Programs; *Employment Programs; Labor Force Development; *Low Income Groups; Nonprofit Organizations; Private Sector; Program Administration; Program Development; *Program Effectiveness; *Public Housing; Public Sector; Systems Approach
IDENTIFIERS- Department of Housing and Urban Development

The effectiveness of the Jobs Plus Community Revitalization Initiative for Public Housing Families, which seeks to increase employment among people living in public housing, was examined through an in-depth study of the experiences of the interagency and resident Jobs Plus partnerships that were formed in seven cities across the United States in 1997. The study focused on the structures and practices used at each program site to implement the three-pronged Jobs Plus strategy, which is based on the following components: employment-related services; financial work incentives; and community support for work. Overall, the collaboratives had succeeded in implementing a Jobs Plus program, although progress had been slower than hoped. Despite numerous difficulties, the local partners were continuing to work together and the collaboratives were continuing to influence the design and operation of Jobs Plus through various formal and informal channels. Several sites improved interagency service coordination through a variety of institutional adaptations. Eighteen specific recommendations for improving collaboration for Jobs Plus were presented. (A discussion of collaboration in other initiatives for low-income families and a list of Job Plus collaborative partners and funding sources in 1999 are appended. Six program profiles are included. The bibliography lists 121 references.) (MN)

ED 455 370 CE 081 980

Ground, Ian, Ed.
Lifelong Learning, Equity and Inclusion. Proceedings of the UACE Conference (Cambridge, England, March 29-31, 1999).
PUB DATE- 00
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adjustment (to Environment); Adult Learning; Articulation (Education); Case Studies; Change Agents; Community Education; *Continuing Education; Corporate Education; Disabilities; Distance Education; *Education Work Relationship; Educational Change; Educational Needs; Educational Policy; Educational Technology; *Equal Education; Ethnic Groups; Experiential Learning; Foreign Countries; Inclusive Schools; Individual Development; *Lifelong Learning; Mainstreaming; Minority Groups; Needs Assessment; Open Education; Parent School Relationship; Partnerships in Education;
IDENTIFIERS- Australia; Europe; *Marginalized Groups; Organisation for Economic Cooperation Development; Place Based Education; Social Participation; Social Partners (European Community); Social Power; *United Kingdom

This document contains 41 plenary papers, speeches, papers, abstracts, and workshop presentations from a conference on continuing education, lifelong learning, equity, and inclusion in further education (FE) and higher education (HE). The following are among the papers included: "A New Way of Learning: The UfI (University for Industry) Network Developing the University for Industry Concept" (Ann Wright); "The Challenge of Inclusion to Higher Education Institutions" group whose members could enroll in all other programs available to them in their communities. Findings related to delivering services indicated Job Corps centers effectively deliver the planned services called for by the program model and Job Corps provides extensive education, training, and other services. Findings related to making a difference show Job Corps substantially increases the education and training services that youths receive and improves their skills and educational attainment; Job Corps generates employment and earnings gains; employment and earnings gains are found across most groups of students; the residential and nonresidential programs are each effective for the youths they serve; Job Corps significantly reduces involvement with crime; and Job Corps has modest or no impacts on a range of other outcomes. Outcomes regarding whether Job Corps is a good investment whose benefits exceed costs are Job Corps is cost effective despite its high costs; benefits during the study period are modest; benefits should continue; and Job Corps is a good investment. (YLB)

ED 455 387 CE 082 007

Parr, Janet
Identity and Education: The Links for Mature Women Students.
PUB DATE- 00
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Child Abuse; Family Influence; Females; *Higher Education; *Life Events; *Nontraditional Students; Outcomes of Education; Parent Attitudes; *Personal Narratives; Pregnancy; Self Actualization; Self Concept; Self Evaluation (Individuals); Sex Role; Social Control; Social Influences; Stress Variables; Student Attitudes; *Student Motivation; *Womens Education
IDENTIFIERS- Childhood Experiences

This book reports research on the question, "Why do mature women return to education?" Chapter 1 describes 49 women/participants (all of whom were attending colleges or universities in northern England) and their interviews. Chapter 2 discusses reasons women gave at the start of the interview for returning to education and different reasons that appeared later in the interviews. It links these reasons with the women's desire to change their lives and talks of the social pressures on women to conform to a particular identity. Chapter 3 addresses social influences on women's identity and links between them and the women's return to education. Chapter 4 discusses the impact of major life events or changes that directly or indirectly affected the women and made them reassess their lives and what they wanted from it. Chapter 5 focuses on the women's painful experiences in childhood. Chapter 6 addresses the effects of unplanned pregnancies and focuses on women whose painful experiences began just out of childhood. Chapter 7 concerns "mega-trauma," so-called because of the abusive nature and ongoing effects of what the women have lived or may be still living through. Chapter 8 has as its central theme the links the women are making with education now. Appendixes include a 117-item bibliography and index. (YLB)

ED 455 388 CE 082 008

Descy, Pascaline, Ed.; Tessaring, Manfred, Ed.
Training in Europe: Second Report on Vocational Training Research

and Critical Workplace Issues and Student Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; *Career Education; Citations (References); Controversial Issues (Course Content); Critical Thinking; *Cross Cultural Training; Cultural Context; Cultural Differences; *Education Work Relationship; Educational Games; *Employment Potential; High Schools; Instructional Materials; Integrated Curriculum; Interpersonal Competence; Job Search Methods; *Job Skills; Law Related Education; Learning Activities; Lesson Plans; Mathematics; Multicultural Education; *Occupational Safety and Health; Parent Materials; Problem Solving; School Business Relationship; Self Actualization; Sexual Harassment; Sexual Orientation; Teaching Methods; Values Clarification; Work Environment; Youth Emp *Cultural Competence; Secretarys Comm on Achieving Necessary Skills
IDENTIFIERS- *Cultural Competence; Secretarys Comm on Achieving Necessary Skills

These guides are part of a toolkit designed to help young people make connections between the jobs they now hold, the classes they are taking, and the goals they may have for the near and distant future. The guides contain a variety of materials and activities appropriate for all skill levels. The activities in the student guide are grounded in the principles of the federal SCANS (Secretary's Commission on Achieving Necessary Skills) and All Aspects of the Industry studies. The facilitator guide contains classroom activities for practicing job skills in the classroom, while integrating academic skills. Topics include problem solving, reading, science, technology, writing, job search methods, communication, history and culture, and mathematics. It also lists resources for the facilitator and the student in the areas of general information, health and safety, sexual harassment, diversity and cultural competence, and curriculum development. The guide provides directions and materials for the Wheel of Careers Game and makes suggestions for working with parents. "The Question Box" provides questions and answers about critical thinking and health and safety issues and questions to get teens thinking about the world of work. Critical Workplace Issues contains four scripted classroom lessons on health and safety, sexual harassment, sexual orientation, and cultural competency. The lessons deal with laws, regulations, and policies. The student guide, meant to be completed by each student individually, contains questions to be answered and sections in which teens rate themselves on various job skills. In addition, several sections encourage young people to think about their future education and careers. (KC)

ED 455 404   CE 082 041

Who Took the GED? GED 2000 Statistical Report.
PUB DATE- 01
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

accommodations, supported employment, natural support, and Projects with Industry programs. A discussion of implications for the HTE TANF population follows each strategy. Chapter 3 reviews use of cash and in-kind supports to increase employment and describes four programs from the disability field. Chapter 4 describes types of transitional supports available to TANF recipients and discusses interventions designed to help people with disabilities transition to work and maintain employment. Chapter 5 summarizes these key lessons for the TANF community: expectations are important; the modified "work first" approach to employment can be successful for the HTE population; some clients need ongoing support to remain employed; some need to mix benefits and work indefinitely; and employer involvement is crucial. Appendixes contains a 100-item bibliography and description of rules governing the primary public assistance programs. (YLB)

ED 455 421   CE 082 070

Gibson, Cynthia M.
Stronger Links: New Ways To Connect Low-Skilled Workers to Better Jobs.
PUB DATE- 00
NOTE- 40p.; A joint effort of the Casey Foundation's Jobs Initiative, Jobs for the Future, Abt Associates, Inc., and Metis Associates.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agency Cooperation; Community Involvement; Community Organizations; Community Role; Demonstration Programs; Education Work Relationship; Employer Attitudes; *Employment Programs; Income; Institutional Cooperation; *Job Placement; *Labor Force Development; Labor Needs; Labor Supply; Labor Turnover; *Low Income Groups; Organizational Development; Outcomes of Education; Partnerships in Education; Salary Wage Differentials; School Community Relationship; *Unskilled Workers
IDENTIFIERS- Colorado (Denver); *Intermediaries; Louisiana (New Orleans); Missouri (Saint Louis); Pennsylvania (Philadelphia); Washington (Seattle); Wisconsin (Milwaukee)

The Jobs Initiative, an eight-year demonstration, helps low-income residents find jobs that pay family-supporting wages in Denver, Milwaukee, New Orleans, Philadelphia, St. Louis, and Seattle. "Entrepreneurial intermediaries," ranging from a private foundation to a city agency, manage six sites that take a dramatically different, long-term approach emphasizing comprehensive strategies that fuel community-based work force development. They have a dual customer focus, meeting needs of supply (workers) and demand (employer) sides; identify and secure entry-level jobs offering low-income people livable wages, benefits, and opportunities for wage and career advancement; build on job-seekers' strengths and respect their talent, dignity, and self reliance, while providing support services; increase dialogue, communication, and understanding among stakeholders; provide community-based organizations with sustained support and technical assistance; stress outcomes-based management; and suggest and provoke broader systemic change leading to more effective jobs and work force development programs and policies. Site results indicate that individuals placed in jobs had experienced significant hourly wage and earnings increases; more than twice as many had medical benefits; and more than half had been employed 12 months. Requirements for meeting workplace demands are employer and careers in the trades. Section 7 suggests creative ideas for demonstrating in the classroom some skills of a trade or discussing the work of a particular trade. (YLB)

ED 455 438 CE 082 105

Alberta Apprenticeship and Industry Training: A Vision for the Future. Phase II Discussion Paper.
PUB DATE- 98
NOTE- 38p.; Produced with Alberta Learning Department of Advanced Education and Career Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Apprenticeships; Developed Nations; *Educational Certificates; Educational Policy; Educational Trends; Foreign Countries; Futures (of Society); *Industrial Training; Policy Formation; Postsecondary Education; Secondary Education; State Licensing Boards; *State Regulation; *Student Certification; Vocational Education; Wages
IDENTIFIERS- *Alberta

This paper presents regulatory change proposals from the Alberta Apprenticeship and Industry Training Board and Department of Advanced Education and Career Development for public discussion and comment. Section 1 outlines proposals relating to regulations: program and process details; the ratio of journeymen to apprentices; and apprentice wages. These proposals include no change to content of program requirements, including entrance requirements; removal of program and process details from regulation; retention by the provincial apprenticeship committees and the Board of the authority to set these requirements; no change to journeyman/apprentice ratios; continuation of adequate supervision as the central factor in determining those ratios; and determination of apprentice's wages by market forces. Section 2 outlines proposals about the designation of trades and occupations: continuation of three categories of designation; the Board's use of new criteria to resume its applications for redesignation of optional trades as compulsory trades; and industry's continued responsibility for training in designated occupations, but no regulation of training. Appendixes include a glossary, apprenticeship and industry training regulatory framework, Alberta-designated trades and occupations, proposals, and comments form. (YLB)

ED 455 439 CE 082 110

A Vision for the Future. Keeping You Informed...Final Phase and Supplement: Regulations and Orders.
PUB DATE- 00
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Apprenticeships; Compliance (Legal); Credentials; Developed Nations; *Educational Certificates; *Educational Legislation; Educational Trends; Foreign Countries; Futures (of Society); *Industrial Training; *Policy Formation; Postsecondary Education; Secondary Education; *State Regulation; Student Certification; Vocational Education; Wages
IDENTIFIERS- *Alberta

These two publications consist of a final phase summary of learning. Many examples are taken from experiences in the United Kingdom. The following essays are included: "The Emerging Idea" (Linda Merricks); "Social, Economic, and Political Contexts" (Stephen McNair); "The Changing Educational Scene" (Peter Jarvis); "From Education Policy to Lifelong Learning Strategies" (Colin Griffin); "The Learning Society" (Colin Griffin and Bob Brownhill); "Lifelong Learning" (Bob Brownhill); "Paying for the Age of Learning" (Stephen McNair); "Work-Related Learning" (Paul Tosey and Stephen McNair); "Facilitating Access To Learning: Educational and Vocational Guidance" (Julia Preece); "Implications of the Learning Society for Education beyond School" (Linda Merricks); "The School in the Age of Learning" (John Holford and Gill Nicholls); "Corporations and Professions" (Peter Jarvis and Paul Tosey); "Implications for the Delivery of Learning Materials" (John Holford and Tom Black); "Implications for Including the Socially Excluded in the Learning Age" (Julia Preece); "The Public Recognition of Learning" (Peter Jarvis); "Questioning the Learning Society" (Peter Jarvis); "Civil Society and Citizenship in a Learning Age" (John Holford); and "Future Directions for the Learning Society" (Peter Jarvis and Julia Preece). Each essay lists references. (KC)

ED 455 455   CE 082 148

Luzzo, Darrell Anthony, Ed.
Career Counseling of College Students: An Empirical Guide to Strategies That Work.
PUB DATE- 00
NOTE- 353p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Athletes; Career Choice; *Career Counseling; *Career Education; Career Planning; *College Students; Counseling Services; *Counseling Techniques; *Counseling Theories; Counselor Client Relationship; Decision Making; Definitions; Educational Research; Emotional Response; Ethnic Groups; Futures (of Society); Graduate Study; Higher Education; Homosexuality; Individualized Programs; Learning Disabilities; Lesbianism; Minority Groups; Models; Nontraditional Students; Reentry Students; Research Needs; Scientists; Social Influences; Social Science Research; Special Needs Students; Theory Practice Relationship; Vocational Evaluation; Vocational Interests; Womens Education; Work Attitudes; Workshops
IDENTIFIERS- Computer Assisted Guidance

This book contains 17 papers devoted to the counseling of college students. The following papers are included: "Introduction" (Darrell Anthony Luzzo); "Established Career Theories" (Paul J. Hartung, Spencer G. Niles); "Emerging Career Theories" (Spencer G. Niles, Paul J. Hartung); "Emotional-Social Issues in the Provision of Career Counseling" (Donna Palladino Schultheiss); "College Students' Callings and Careers: An Integrated Values-Oriented Perspective" (Edward Anthony Colozzi, Linda Chrystal Colozzi); "Determining the Appropriateness of Career Choice Assessment" (Andrew D. Carson, Rene V. Dawis); "Integrating Assessment Data into Career Counseling" (Rodney L. Lowman, Andrew D. Carson); "Individual Career Counseling" (Susan C. Whiston); "Career Planning Workshops and Courses" (Thomas J. Halasz, C. Bryan Kempton); "Computer-Assisted Career-Guidance Systems" (Greg Iaccarino); "Career Development of Returning-Adult and Graduate Students" (Darrell Anthony Luzzo); "Career Decision Making and Student-Athletes" (Edward A. Martinelli, Jr.); "Career Development Needs of Students with Learning attitudes between young adult male and female respondents in 1990 and in 2000 concerning maternal employment. Responses of 746 undergraduates were obtained for both years on the Beliefs about the Consequences of Maternal Employment Scale (BACMEC) and author-devised items assessing attitudes toward family of origin, career goals, and family plans. No difference in cost benefit of maternal employment was indicated between the groups. However, the responses from the year 2000 showed a greater expectation of mothers working either part time or not at all during their youngest child's infancy. Today's young adults are hoping to avoid maternal employment during their children's infancy, while simultaneously endorsing maternal employment during their children's school years. A shift was noted in male support of maternal employment during the school years. (Contains 11 references.) (JDM)

ED 455 477   CG 031 076

Nicholas, Peter M.; Olympia, Daniel; Jenson, William
Saying and Doing the Right Things: A Comparison of Teacher and Student Psychologist Intervention Knowledge and Competencies.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Elementary School Teachers; *Intervention; School Psychologists; Surveys; Training

A study was conducted to look at various types of classroom interventions used by teachers and school psychologists in elementary schools. Variables were studied that could influence their choice in intervention selection. Differences in teacher and school psychologist training and geographic location were compared. Survey data were collected from Des Moines, Iowa; Hartford, Connecticut; Atlanta, Georgia; and Salt Lake City, Utah. In Salt Lake City, in addition to the surveys, investigators went to the survey sites to observe permanent products in the classroom and to interview the teachers. Most respondents held the belief that the least intrusive, more positive interventions were preferable to more intrusive, aversive interventions. Some regional differences were noted. Differences were also seen in the type of training teachers and school psychologists received. A higher endorsement for intervention usage was obtained from interviews than from survey data. (JDM)

ED 455 478   CG 031 077

Bonvillain, Jocelyn F.; Huston, Aletha C.
The Effects of Positive Portrayals of Black Television Characters on Black Children's Racial Attitudes, Self-Perception, and Racial Identification.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Stereotypes; *Blacks; Children; Grade 1; Grade 2; Mass Media Effects; Primary Education; *Racial Attitudes; *Racial Identification; Sex Differences; Social

Zapotocna, Olga
The Continuity or Discontinuity in Early Literacy Development at the Beginning of Formal School Education in Slovakia.
PUB DATE- 01
NOTE- 16p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001). Written with Branislav Pupala and Lubica Hoskova.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Child Development; Curriculum Development; *Developing Nations; *Early Intervention; Educational Trends; Elementary Education; *Emergent Literacy; Foreign Countries; Preschool Education; Prewriting; Reading Research; Teacher Education
IDENTIFIERS- *Formal Education; Phonological Awareness; Prereading Skills; *Slovakia

Two important topics in early literacy development in Slovakia are discussed in this paper: the conceptual framework for its stimulation by efficient preschool curriculum, and the continuity of formal elementary school education with respect to children's preceding developmental achievements. The paper discusses the ongoing research project focused on the possibilities of early literacy intervention--the project is conducted by the Department of Social and Biological Communication in collaboration with the Department of Preschool and Elementary School Education, University of Bratislava, Slovakia. It notes that teacher education students participate in the project, and that the program aspires to be reflective of the current educational trends and needs and to offer an alternative to the traditional preschool educational program. The paper states that two groups of preschool children (5-6 years) have been investigated, and their phonological awareness, pre-reading, and pre-writing strategies have been analyzed. It presents some preliminary results showing the children's pre-reading and pre-writing skills as they naturally emerged in highly stimulating literacy. (Includes a table and 8 charts.) (NKA)

ED 455 501 CS 014 444

Bullard, Rebecca R.; Graffis, Mary M.; Hamp, Kathryn J.
Strategies and Skills for Reading Improvement.
PUB DATE- 01
NOTE- 58p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Primary Education; *Reading Achievement; Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Strategies; Word Study Skills
IDENTIFIERS- Reading Fluency

This study describes a program designed to increase student achievement in reading. The targeted population consisted of two first grade classes and one second grade class in a small central Illinois community. The median household income was in the lower range. Evidence of the existence of the problem included the April 2000 standard testing results, teacher observation, and low report card grades on which the targeted

PUB DATE- 01
NOTE- 10p.; Paper presented at the International Conference of the European Association for the Teaching of Academic Writing across Europe (1st, Groningen, Netherlands, June 18-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Higher Education; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Audience Research; *Author Reader Relationship; Collaborative Writing; *University of Bielefeld (Germany); Writing Tasks

In teaching writing, the "audience" became and still is fundamental, leading to the question of how students can learn to adapt their text to the assumed readership and at the same time, learn to write for their addressees. A study focused on how writers cope with the writing process, asking several questions about the concept of audience and its relevance in the writing process. At Bielefeld University, 16 groups took part in a collaborative writing experiment. In group writing the writers themselves quickly change from writer to first reader, dependent on the formulation activity. The writers were inexperienced with their writing task, the audience was explicitly part of the writing task, and a computer game manual was chosen as the writing task, because it is a text type containing different communicative and technical requirements. In the seminar room, a laptop was installed with the computer game and with text editors and image editing/processing tools to use. In addition, pens and paper were provided, making it possible to write drafts or whole texts. Both the interactions and the production process were videotaped. One group, Anna and Timo, did not develop an idea about the context of their text, e.g., the usage of their manual while playing the computer game. So their addressee orientation remained abstract. Another group, Emma and Katja, used different writing and audience concerning strategies; they thought about concrete characteristics of their addressee, but they also decided on a specific type of reader they were writing for. As a result, a well organized writing process and a well written text can be found, a text pattern for computer games. "Addressee" seems to be a highly flexible concept. This leads to difficulties for teaching writing and imparting proceedings or strategies about the way writers should handle the "audience." (Contains 35 references.) (NKA)

ED 455 520 CS 217 616

Khawaja, Mabel
Herman Melville's "Benito Cereno": A Cognitive Approach in Search of Illusions and Allusions.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Intercultural Communication; *Literary Criticism; *Reader Response; Thematic Approach; *United States Literature
IDENTIFIERS- *Cross Cultural Teaching; Melville (Herman);

PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Literature; Adolescents; *Childrens Literature; *Cultural Context; Foreign Countries; Intermediate Grades; Junior High Schools; *Novels; Reading Material Selection; *Romanticism; *Sex Bias
IDENTIFIERS- India; Oppression; Purpose (Reading); *Reality

This paper singles out a novel written for children about India, "Chandra" (1995) by Frances Mary Hendry, as a powerful and useful novel to present to today's 11 to 14 year old students. The paper contends that the novel allows students to explore and consider different value systems, challenges them to become aware of prejudice and the making of assumptions and, particularly, to consider some specific issues faced by some Indian girls and oppression experienced by vulnerable groups. The paper first defines romanticism and reality as a cultural practice. It examines the issue of romanticism or reality through the following: (1) the tensions between tradition and modernity; (2) issues of patriarchy; (3) child marriage and abuse of wives; (4) widow slavery; (5) issues of dowry; (6) female health; and (7) education opportunities and neglect and abuse of the girl child. Throughout the paper a question is posed: What is the nature of reading as cultural practice? It is argued that as a reader, a person can step outside of his/her ideology by: having substantial experience in the field in question; seeking expert mediators within a culture both as writer and reader; and seeking supporting evidence, especially from within the culture. The paper finds that in this way, the question of romance versus realism can be resolved, though findings may need to be expressed in conditional ways. It concludes that the challenge for a teacher is: to debate with students the issues of equality and personhood; to assist them to understand and possibly resist the dominant positioning of the text; and to consider the plight of young people who suffer oppression anywhere, anytime. (Contains 28 references. An appendix presents 2 tables of data.) (NKA)

ED 455 539 CS 217 666

Morris, Dawn
A Comparison of First Grade Children That Receive Instruction in the "Working with Words" Block of the "Four Blocks" Literacy Model and First Graders Who Have Not Received This Instruction.
PUB DATE- 01
NOTE- 53p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; Diversity (Student); Grade 1; *Instructional Effectiveness; Phonics; Primary Education; Reading Improvement; *Reading Instruction; Reading Research
IDENTIFIERS- Four Blocks Approach

A child's ability to read is at the very foundation of his or her learning in school and plays a significant role in scholastic success. Although no one literacy model can ever represent the range of diverse learners in our schools, Cunningham, Hall, and Defee's literacy model known as Four-Block attempts to meet the needs of as many learners as possible through their multilevel, hands-on, developmentally appropriate literacy model. During a

NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Accountability; Case Studies; *Educational Administration; Educational Change; Educational Improvement; Educational Objectives; Elementary Secondary Education; *Innovation; *Management by Objectives; *Management Systems; *Performance Based Assessment; *Principals; Public Schools; Resource Allocation

Throughout Organisation for Economic Cooperation and Development (OECD) member countries, school systems and individual schools are experimenting with new approaches to management that seek to run schools in ways that are right for the 21st century. Those who manage these schools must take responsibility for an arduous task due to the complexity of the world and a seemingly endless set of pressures. This work looks at how such innovation is working in nine countries: Flanders (Belgium), Greece, Hungary, Japan, Mexico, the Netherlands, Sweden, England (the United Kingdom), and the United States. Some of them are national projects, such as the Hungarian and Mexican case studies, while others are at the local or school levels. Most of the projects are targeted at relatively large urban schools and school systems, except one specifically situated in a rural setting. Twelve are primary schools, 4 lower secondary schools, and 15 upper secondary schools. The report focuses on the management of the school within a broad education framework. The focus is mainly on the role of school principals or, in some cases, on teachers and other stakeholders who are charged with the responsibility of organizing and running schools. (Contains 26 references.) (DFR)

ED 455 560 EA 031 079

Sternbergh, Bill; Weitzel, Sloan R.
Setting Your Development Goals: Start with Your Values. An Ideas into Action Guidebook.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Developmental Continuity; Educational Change; Elementary Secondary Education; Leadership; *Leadership Training; *Organizational Development; *Organizational Objectives; *Performance Factors; Public Schools; *Social Values

This guidebook is about changing the way people think about setting goals; it is about identifying goals that are important and meaningful. Creating those kinds of goals means taking stock of personal values--what one believes and how one can act to carry out those beliefs--in five key areas of life: career, self, family, community, and spirit. Once someone has identified what is really important, he or she can create goals that will help with self-improvement and can carry out those values through repeated actions. The goals created will be "SMART" (specific, measurable, attainable, realistic, and timed). The Center for Creative Leadership has identified three main reasons why goals fail to inspire and motivate change: The goal is not valued; the goal is not specific enough; and the half of the district leaders believed that their diminished budgets were attributable to charter schools and had begun tracking the number of students who attended these schools. Likewise, almost half of these leaders reported becoming more customer-service oriented, increasing their marketing and public-relations efforts, or heightening their frequency of communication with parents. Most districts also implemented new educational programs, made changes in educational structures in district schools, and/or created new schools with programs that were similar to those in the local charter schools. (Contains 20 references.) (RJM)

ED 455 579   EA 031 115

Implementing Academic Standards: Papers Commissioned by the National Education Goals Panel.
PUB DATE- 97
NOTE- 260p.; For full text: http://www.negp.gov/standards.html.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accountability; *Educational Administration; Educational Change; Elementary Secondary Education; *Program Implementation; Science Education; Standardized Tests
IDENTIFIERS- *National Education Goals Panel

The papers in this volume describe how states have incorporated academic standards into their education goals. As part of the National Education Goals Panel, this collection of essays describes how nine states have recently implemented these standards, discusses how textbooks and teaching could help students reach the standards, and provides information on the resources and advice available from the professional organizations that developed national standards in mathematics and science. The text is divided into four parts. The first section, "Current State Policy and Standards," focuses on efforts to improve mathematics and science education in light of the Third International Mathematics and Science Study. It looks at standards-based reform in nine states and asks how these standards have persisted or changed. The second session addresses special issues relating to teachers and textbooks, with topics on teaching for high standards and overcoming structural barriers to good textbooks. The third section details special issues relating to math and science and describes the role of national policy standards in state policy, as well as benchmark and standards as tools for science education reform. The last section presents the National Education Goals Panel Statement on voluntary national education content standards. (Contains 12 references.) (RJM)

ED 455 580   EA 031 119

Barth, John; Burk, Zona Sharp; Serfass, Richard; Harms, Barbara Ann; Houlihan, G. Thomas; Anderson, Gerald; Farley, Raymond P.; Rigsby, Ken; O'Rourke, John
Strategies for Meeting High Standards: Quality Management and the Baldrige Criteria in Education. Lessons from the States.
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Administration; Educational Change;

and children with disabilities, attendance, residency, and absences, and sexual abuse or harassment of students. (PKP)

ED 455 599   EA 031 175

Jones, Tony L.
Effective Response to School Violence: A Guide for Educators and Law Enforcement Personnel.
PUB DATE- 01
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; Emergency Programs; Police; *Prevention; School Community Relationship; *School Safety; *Violence; Weapons

This guide is designed to meet the security response needs of educators and law-enforcement personnel by detailing how an effective response plan can be developed to deal with school violence. By implementing the guidelines detailed in this book, those in responsible positions can help prevent the incalculable costs of death and chaos these acts cause. It is designed to expand the effectiveness and performance of special-response police forces, fire-department personnel, medical-aid personnel, and ancillary support personnel, as well as provide a comprehensive guide to school administrators and other educators who are concerned with school-safety issues. It focuses on the elements of rapid containment, area control, and the securing of the affected area. Time is emphasized as an essential factor: the longer the perpetrators remain active, the higher the likelihood that additional people will be killed. This book is designed to generate a detailed analysis of possible contingency plans for respective emergency responders. A site-specific analysis is also included to help streamline the planning efforts of all emergency responders. Appendices include resources for technical information, organizations instrumental in countering school violence, technology instrumental in detection and imaging, grants, and first-responder training. (Contains 87 figures and 12 Response Plan Exercises.) (RT)

ED 455 600   EA 031 176

Lubienski, Chris
School Choice and Privatization: Toward an Alternative Analytical Framework.
PUB DATE- 01
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; Ownership; *Privatization; *School Choice

This paper considers how school choice is, or is not, a form of privatization in education. Although "privatization" is a predominant reform movement apparent across the globe, the term is used imprecisely, making it difficult to assess the

Referral Intervention Program.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Change Strategies; *Data Collection; *Disabilities; Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Intervention; Models; Participatory Research; Program Evaluation; Referral; Teacher Attitudes; *Teacher Researchers

This paper discusses findings from an evaluation of the effectiveness of a pre-referral intervention program that was being implemented in seven school districts in the Southern Tier of New York. The initiative is known as 7 SHARE, which stands for 7 districts supporting and helping to affect regional education. The paper explores the methods used to improve the effectiveness of data gathering and program monitoring. It critically examines the methods that are currently used to collect and manage long-term data regarding perception, practice, and performance. Second, the paper explores the finding that practitioner attitudes about referral and labeling are beginning to change. In this discussion, the report looks at how teacher's and planner's involvement in the data cultivated student success, and considers the claim that through participation in the program evaluation, teachers have begun to deconstruct their long-held assumptions about ability and disability in students. Lastly, the paper briefly explores the dilemma that is faced by program evaluators when there is a mismatch between what program funders, implementers, and program evaluators find to be compelling data for continuing the program. Appendices contain additional information on how instructional support works and interview protocols. (Contains 35 references.) (CR)

ED 455 622   EC 308 493

Denison, Grace L.
An Active Self-Determination Technique: Involving Students in Effective Career Planning.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Kansas City, MO, April 19-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; *Disabilities; *Educational Planning; Secondary Education; *Self Determination; Teamwork; *Transitional Programs; *Visual Aids
IDENTIFIERS- *Story Boards

This paper discusses creating story boards to help students with disabilities to develop effective career plans. It describes storyboarding as a technique for project planning which requires active involvement of both hemispheres of the brain. A group of 6-8 people, including students, teachers, counselors, and vocational rehabilitation representatives, form a planning

Peterson), which discusses findings that indicate the model of inquiry can be useful for those who seek new ways to conceptualize giftedness; (5) "Is the Proof in the Pudding? Reanalysis of Torrance's (1958 to Present) Longitudinal Data" (Jonathan A. Plucker), which discusses findings that just under half of the variance in adult creative achievement could be explained by divergent thinking test scores, with the contribution of divergent thinking being more than three times that of intelligence quotients; and (6) "Rorschach Interpretation with High-Ability Adolescent Females: Psychopathology or Creative Thinking?" (Kristen W. Franklin and Dewey G. Cornell), which discusses findings that higher scores on the Rorschach Schizophrenia Index among gifted female adolescents were correlated with healthy emotional adjustment. (Articles include references.) (CR)

ED 455 641   EC 308 529

Miller, Phyllis, Ed.
Measuring Creativity.
PUB DATE- 01
NOTE- 83p.; Theme issue. Published three times a year. Starting with this issue, Mensa Research Journal has switched to a journal format which includes the volume and issue number. Previous volumes did not include an issue number. This issue is also #46.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Adults; *Counseling Techniques; Creative Thinking; *Creativity; Divergent Thinking; Elementary Secondary Education; Evaluation Methods; Federal Aid; *Federal Legislation; *Gifted; Productivity; Psychological Characteristics; *Self Motivation; Well Being

In this journal issue, articles examine various aspects of measuring creativity, productivity of gifted individuals, fostering psychological well-being of the gifted, and federal funding of gifted programs. Specific articles include: (1) "The Death of Creativity Measurement Has Been Greatly Exaggerated: Current Issues, Recent Advances, and Future Directions in Creativity Assessment" (Jonathan A. Plucker and Mark A. Runco), which reviews some of the current concerns about creativity measurement such as fluency as a contaminating factor and content generality-specificity, and notes recent advances in the predictive validity of divergent thinking tests; (2) "A Statistical Analysis or Special Cases of Creativity" (John C. Huber), which discusses findings that indicate creative individuals exhibit random outputs over time and follow the Poisson distribution, that creative people are intrinsically motivated, and that environmental effects are small; (3) "State of Excellence" (David Lubinski and Camilla Persson Benbow), which shows how theory of work adjustment concepts and psychometric methods, when used together, can facilitate positive development among talented youth by aligning learning opportunities with salient aspects of each student's individuality; (4) "The Javits Gifted and Talented Students Education Program: Background and Funding" (Susan Boren), which describes the history of this federal program and legislative proposals to expand it. (Most articles include references.) (CR)

ED 455 642   EC 308 530

Miller, Phyllis, Ed.
What Does Being a G Wiz Mean in Real Life?

ED 455 661 EC 308 549

Smith, Tom E. C.; Patton, James R.
Section 504 and Public Schools: A Practical Guide for Determining Eligibility, Developing Accommodation Plans, and Documenting Compliance.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; *Compliance (Legal); Decision Making; *Disabilities; Due Process; Elementary Secondary Education; *Eligibility; Evaluation Methods; *Federal Legislation; Models; School Responsibility; Services; Student Evaluation
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This book is intended to help school personnel in determining whether a child is eligible for services under Section 504 of the Rehabilitation Act, providing a framework for analyzing a child's deficit areas to clearly determine eligibility and justify providing or declining services under this law. Chapters 1 and 2 introduce the guide and give an overview of the requirements of Section 504. Chapter 3 details the specific requirements of Section 504 for schools, including the provision of a free appropriate public education. Chapter 4 describes how to determine if a child is eligible for Section 504 services. It details a method of analyzing a student's deficit areas to determine whether there is a substantial limitation in a major life activity, the basis for eligibility under Section 504. Developing accommodation plans for students is the focus of Chapter 5, whereas Chapter 6 provides information on the procedural safeguards that must be provided to students and their families. Finally, Chapter 7 lists and answers frequently asked questions about Section 504. Appendices include the regulations of Section 504 that focus on schools, an accessibility checklist, a school policy outline, a sample parents rights form, and a guide to classroom interventions. (DB)

ED 455 662 EC 308 550

Ripley, Kate
Inclusion for Children with Dyspraxia/DCD: A Handbook for Teachers.
PUB DATE- 01
NOTE- 106p.; Published by David Fulton Publishers, Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Developmental Disabilities; Elementary Secondary Education; Evaluation Methods; *Intervention; *Motor Development; Movement Education; *Perceptual Motor Coordination; *Psychomotor Skills; Student Evaluation
IDENTIFIERS- *Developmental Coordination Disorder; *Dyspraxia

This guide to helping children with motor-skill problems

(150)
DESCRIPTORS- Classroom Techniques; *Cognitive Style; Cultural Education; Elementary Secondary Education; Instructional Design; *Learning Strategies; Motivation Techniques; Role Playing; *Second Language Instruction; Second Language Learning; Teacher Education; Teaching Methods

The focus of the paper is one aspect of language teacher education, namely, that of having teachers view styles- and strategies-based instruction as a crucial aspect of the instructional process. The paper starts by reviewing learning style preferences, language learner strategies, the role of motivation, and the notion of styles- and strategies-based instruction (SSBI). The history behind the development of a course to teach SSBI as well as the development of an SSBI manual for teachers is then described briefly. Three sample tasks from the manual are provided that are illustrative of activities contained in the manual for vocabulary learning as an awareness-raising activity, grammar visualization as a strategy training activity, and speaking through role play as a strategy practice activity. Next, the paper offers a critical look at the SBBI manual and at efforts to update the material, such as revising inventories of learners' style and language strategy preferences. Finally, a recent application of the manual to language and culture learning strategies for study abroad is reported on. (Author/KFT)

ED 455 686   FL 026 821

Kaplan, Robert B., Ed.; Baldauf, Richard B., Jr., Ed.
Language Planning in Malawi, Mozambique and the Philippines. Multilingual Matters 113.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- African Languages; Arabic; Bantu Languages; Chinyanja; Foreign Countries; Language Attitudes; Language Maintenance; Language Minorities; *Language of Instruction; *Language Planning; Official Languages; Portuguese; *Second Language Instruction; Second Language Learning; Siswati; Swahili; Tagalog; Uncommonly Taught Languages
IDENTIFIERS- Malawi; Mozambique; Philippines; Zulu

This edited volume covers the language situation in Malawi, Mozambique, and the Philippines, explaining the linguistic diversity, the historical and political contexts, and language-in-education planning, the role of the media, the role of religion, and the roles of non-indigenous languages. The book is divided into four chapters: "The Language Planning Situation in..." (Robert B. Kaplan and Richard B. Baldauf, Jr.); "The Language Planning Situation in Malawi" (Edrinnie Kayambazinthu); "The Language Planning Situation in Mozambique" (Armando Jorge Lopes); "The Language Planning Situation in the Philippines" (Andrew Gonzalez, FSC). (Contains a total of 417 references appended to the end the book's four chapters). (KFT)

ED 455 687   FL 026 822

Thomason, Sarah G.
Language Contact: An Introduction.
PUB DATE- 01
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Dva shliakhy: zbirka tekstiv (Two Paths: A Reader). Collage 3: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 01
NOTE- 102p.; Also supported by the Alberta Branches of the Ukrainian Women's Association of Canada, Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, the Ukrainian Professional and Business Club of Edmonton, and the Alberta Ukrainian Commemorative Society.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; *Cultural Education; Ethnic Groups; Foreign Countries; Heritage Education; Instructional Materials; Literature; Poetry; *Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- Canada; *Ukrainians

Part of a Ukrainian language development series, this intermediate-level reader provides a selection of short texts in modern Ukrainian, including poems, newspaper articles, short stories, fairy tales, fables, and dialogs for use by native speakers, heritage language, or second language learners of Ukrainian. (CNP)

ED 455 709 FL 026 868

Cyncar-Hryschuk, Markiana, Comp.
Uiavy sobi...: zbirka tekstiv (Just Imagine...: A Reader). Collage 3: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 01
NOTE- 89p.; Also supported by the Alberta Branches of the Ukrainian Women's Association of Canada, Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, the Ukrainian Professional and Business Club of Edmonton, and the Alberta Ukrainian Commemorative Society.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; *Cultural Education; Ethnic Groups; Foreign Countries; Heritage Education; Instructional Materials; Literature; Poetry; *Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- Canada; *Ukrainians

Part of a Ukrainian language development series, this intermediate-level reader provides a selection of short texts in modern Ukrainian, including poems, newspaper articles, short stories, fairy tales, fables, and dialogs for use by native speakers, heritage language, or second language learners of Ukrainian. (CNP)

ED 455 710 FL 026 869

Cyncar-Hryschuk, Markiana, Comp.

IDENTIFIERS- *California
  This report reviews the policies and resultant compensation levels for executives in California public higher education. The report also contains information on California's community colleges. In responding to the legislative directive, the report focuses on describing changes in policy or compensation levels over the last 12 months. Compensation levels are evaluated in light of a set of national comparison institutions for the California community colleges, the California State University (CSU), and the University of California (UC). Because each of the 72 community college districts in California is responsible for setting the compensation of its own executives, policies vary widely, as do compensation levels. Average salaries of executives in the community colleges increased by six to seven percent. At CSU, executive compensation is to be set at the mean of presidential salaries of an established set of comparable institutions in the United States. In line with the policy, the rate of change in salaries of CSU presidents has exceeded that of other state institutions, and the pay lag for executives of all types has been reduced, although not eliminated. National comparisons are also used to set the compensation for executives at UC and all its branches. UC has been attempting to simplify its executive compensation policies and has succeeded in reducing the lag between UC and comparison institutions, making the university better able to compete for executive leadership. (Contains 11 displays.) (SLD)

ED 455 731   HE 034 187

Maring, Gerald H.; Wiseman, Beau J.; Boxie, Paula
Integrating Content Literacy, Critical Literacy, and Service
  Learning: A Line of Research during a Decade-Long Odyssey.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Research Colloquium of the
  Department of Teaching and Learning, Washington State
  University (Pullman, WA, October 26, 2000). The action research
  stage of this course development was funded by the Commission
  for National and Community Service (Washington State Campus
  Compact) and the Washington State Higher Education Coordinating
  Board.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Higher Education; *Literacy Education; *Methods
  Courses; *Preservice Teacher Education; *Preservice Teachers;
  *Service Learning
IDENTIFIERS- *Critical Literacy; *Washington State University
  This paper describes how the literacy methods course at Washington State University was modified in light of critical literacy and service learning perspectives. The goal has always been to teach preservice teachers literacy development strategies within units of instruction of their own design, units they construct that integrate content and literacy strategies as well as issues and practical ideas related to justice, civic responsibility, caring, personal growth, and service learning. In the first phase, from 1989 to 1992, the researchers worked using action research and teachers-as-researchers methods to develop and validate the broader instructional context of the course to use a community of learners approach and the use of student portfolios. The second phase involved the integration of service learning from 1992

PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Colleges; *Educational Trends; *Enrollment Projections; Higher Education; Trend Analysis

Higher education enrollment is going through a transition. Between 1992 and 1998, the enrollment growth rate has been nearly flat, but the National Center for Education Statistics now projects that enrollment will increase by 1.4% annually during the next decade. Not every college and university will realize this growth. The traditional college age group will increase, and increases in the enrollment of younger students will offset some of the declines in the enrollment of older students. Institutions that serve younger students will experience more growth than those serving older students. Growth in enrollment will be uneven among the states, and institutions in the middle of the country are expected to have lower growth than those on the coasts. Nine states are projected to have at least a 20% increase in high school graduates over the decade, and 19 states are expected to experience a decline in the number of high school graduates. Factors other than demographics that are expected to affect enrollment are: (1) the possibility that the acceleration in the number of women entering college may slow; (2) the increasing demand for education; and (3) the supply of college classroom seats. Demographic projections suggest a mixed future for college and university enrollment, but the continuing economic advantages that accrue to employees with a college education may offset negative pressures on enrollment. (SLD)

ED 455 753 HE 034 227

Pena, Dely; Mitchell, Deborah
The American Faculty Poll.
PUB DATE- 00
NOTE- 8p.; For the American Faculty Poll report, see ED 442 527. For full text: http://www.tiaa-cref.org. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Higher Education; Job Satisfaction; National Surveys; *Teacher Attitudes; Teacher Surveys; *Work Environment

This issue is excerpted from The American Faculty Poll sponsored by the Teachers Investment Annuity Association-College Retirement Equities Fund (TIAA-CREF) and conducted by the National Opinion Research Center at the University of Chicago in 1999. In this survey, 1,511 full-time faculty members from 285 institutions were interviewed. About one-quarter of these respondents listed the humanities as their academic discipline, and almost a third were in science or engineering. Approximately one-fourth of the faculty interviewed were in 2-year institutions, and 48% were at 4-year public institutions. Overall, 54% taught only undergraduates. Of these respondents, 52% had tenure and 19% were in tenure-track appointments. Faculty members overwhelmingly listed teaching as their principal activity, and men were somewhat more likely than women to show research, administration, or a combination of responsibilities as their primary activity. More than one-third indicated that their institution had a faculty union, and about two-thirds of respondents from these institutions belonged to the union. Faculty members rated the opportunity to teach

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Comparative Analysis; Computer Assisted Instruction; Computer Mediated Communication; *Cooperative Learning; Distance Education; Group Activities; Group Discussion; Higher Education; Student Reaction; Writing (Composition)

This study examined differences between two populations of composition students over the course of a semester in their perceptions of collaboration as reported in the pre- and post-surveys. In addition, using an assessment rubric developed by the researchers, the study examined students' audience awareness as demonstrated in their writing. Both groups of students were taught by the same instructor and had the same writing assignments; both classes incorporated a pedagogy of collaborative learning to help students develop a sense of belonging to a discourse community; and both sections used networked computers as learning, writing, and communication tools. The distinguishing variable between the two sections was the absence of face-to-face communication among students in the online class. The following research questions were posed in the study: (1) Do students differ in how they value collaboration during the writing process? (2) Do students differ in how they address audience needs in their writing products? (3) Do students differ in their level of satisfaction with their learning experience? Conclusions from this study are: online students tend to be more independent learners, valuing collaboration less than do on-campus students; online interaction appears to increase audience awareness in students' writing; and students in both sections reported positive experiences with their respective classes. (Contains 20 references.) (Author/AEF)

ED 455 772 IR 020 728

Goodson, Lucy A.
Teaching and Learning Strategies for Complex Thinking Skills.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; Critical Thinking; Information Networks; Information Processing; *Learning Strategies; Learning Theories; Problem Solving; *Skill Development; Teaching Methods; *Thinking Skills
IDENTIFIERS- Authentic Learning

This paper proposes a model for teaching and learning complex thinking skills developed from a synthesis of theories and research. The model functions like a concept map or a graphic organizer with five major components, each discussed in this paper: (1) presence of complex authentic life situations within a context; (2) activation and execution of complex thinking skills; (3) development of interactive prerequisites of content, simple thinking skills, and dispositions and habits; (4) inclusion of connecting networks and operations (linkages, schemata, and scaffolding) to bridge complex thinking skills

As the value of media-delivered information is increasingly emphasized as a powerful instructional tool, user knowledge gains are being more frequently investigated. Formative evaluation techniques that assess learning are often employed. While it is important to appraise this aspect of an instructional program or Web site, it is also necessary to investigate the functionality of the electronic characteristics of the same program. Heuristic evaluation techniques are rapidly becoming the evaluation method of choice to assess this aspect of instructional programs. The two areas-functionality and learning-are rarely both assessed within the same evaluation due to time, money, and methodological constraints. A new type of evaluation needs to evolve to keep current with new design and development strategies. The purpose of this study is to further investigate the use of heuristic evaluation, in conjunction with formative evaluation, as a methodology for assessing instructional Web sites. Through this type of mixed methodology, not only can attitude, user interface, and navigation issues be explored, learning and instructional strategies can be investigated as well. An evaluation of this nature, illustrating the proposed methodology, is described in the case study discussed in this paper. (Contains 19 references.) (Author/AEF)

ED 455 792   IR 020 748

Sherry, Lorraine
Diffusion of the Internet within a Graduate School.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Educational Technology; Graduate Study; Higher Education; Instructional Materials; Internet; Surveys; Use Studies

This paper reports the results of a five-year case study of the use of online tools: Internet, e-mail, and the World Wide Web, within a Graduate School of Education. The conceptual framework was independently developed, but because of the striking parallel with activity theory, activity theory became the overall framework for interpreting findings. Ten research questions were investigated using multiple surveys; interviews of faculty, staff, and students; a focus group; and an analysis of electronic artifacts. Principle findings include the following: self-efficacy x perceived value persisted across time and across programs as success facilitators; personal/cultural compatibility, rather than time, separated earlier from later adopters; "Finding a voice and having something to say," a factor identified under various names by other researchers, posed a barrier for students and faculty alike; users valued personal scaffolding but had individual preferences concerning specific types of scaffolding. (Contains 19 references, 4 tables, and 1 figure.) (Author/AEF)

ED 455 793   IR 020 749

Sheu, Feng-Ru; Alford, Paul

involved with instructional sequence in the affective domain of learning are addressed. Then, through the analysis of the emotional literacy curriculum, Promoting Alternative Thinking Strategies (PATHS) as an exemplary case, general principles are inferred for instructional sequencing in emotional literacy learning. From these, principles for micro-level (within-lesson) sequencing and macro-level (curriculum) sequencing are derived. Factors influencing these sequencing principles are discussed. Six figures outline the following: (1) definitions of the dimensions of affective development (from Martin & Reigeluth, 1999); (2) a conceptual model for affective development (from Martin & Reigheluth, 1999); (3) seven steps of a lesson and the script; (4) micro-level sequencing strategies in PATHS; (5) genera of feelings and relationships in the PATHS; and (6) macro-level sequencing. (Contains 15 references.) (Author/AEF)

ED 455 811 IR 020 767

Pedersen, David C.
Simplify Web Development for Faculty and Promote Instructional Design.
PUB DATE- 00
NOTE- 3p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer System Design; *Educational Technology; *Faculty Development; Higher Education; *Instructional Design; Instructional Development; Teaching Methods; World Wide Web
IDENTIFIERS- Embry Riddle Aeronautical University FL; *Web Based Instruction

Faculty members are often overwhelmed with the prospect of implementing Web-based instruction. In an effort to simplify the process and incorporate some basic instructional design elements, the Educational Technology Team at Embry Riddle Aeronautical University created a course template for WebCT. Utilizing rapid prototyping, the template incorporates a standardized user interface tested by students and faculty, institutional branding, structured organization, page starter templates, and online support materials. Faculty development in the use of Web-based instruction is always a challenge. That challenge is multiplied exponentially when those faculty members are widely disbursed geographically. Embry Riddle Aeronautical University is unique note only in its aviation emphasis, but also in its worldwide educational presence. This paper discusses the implementation of a course template to help simplify the Web development process for faculty and the corresponding training issues for the Educational Technology Team. The paper concludes that overall, the experience of working with faculty to improve their use of technology in the classroom has been positive. Within one year, the entire department has established a Web presence and nearly half have moved onto the more advanced usage of technology over the Internet. (Author/AEF)

ED 455 812 IR 020 768

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Distance Education; Educational Development; *Educational Technology; Internet; Nontraditional Education; Online Systems
IDENTIFIERS- *Chat Rooms

Technology is progressing at an unprecedented pace. The world of business is keeping up with it. However, schools are being criticized by the general public, which is skeptical about the ability of schools to produce citizens that will be able to face the challenges of the 21st century. Educators are predicting that the current school system will have to change to meet the needs of the future. The school of the future will be a Web site instead of a building that operates 7 hours a day for 180 days. The Web environment provides for learning that is continuous and learning at a distance and does not stop or start with bells. Distance education uses constructivist principles, increases mentoring opportunities and does not penalize learning by evaluation. Some of the limitations of distance education include down time of the server, unexpected failure of technological equipment, and increased wait time in chat rooms. The use of chat room strategies can be an effective tool in providing needed change in the instructional arena. This paper covers strategies that can be utilized to increase the effectiveness of chat rooms. (Contains 29 references.) (Author/AEF)

ED 455 830 IR 020 853

Yu, Byeong-Min; Kim, Kyong-Jee; Roh, Seak-Zoon
A User Analysis for Web-Based Distance Education.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Topics on Distance Learning Conference (3rd, Hammond, IN, June 5-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Attitudes; Computer Literacy; *Computer Uses in Education; Distance Education; Educational Technology; Student Attitudes; Student Reaction; Users (Information); *World Wide Web
IDENTIFIERS- *Web Based Instruction

This study identified direct and indirect effects of Web users' age, gender, technical training, computer and Web competencies, perceived usefulness of the Web, and perceived needs of the Web on their Web use. A theoretical model for the variables that affect individual differences in Web use was conceptualized through related literature and research reviews in the areas of computers, online networking, and the World Wide Web. In this study, an ex post facto design was employed to investigate factors that were related to Web use. Results revealed that there was a negative total effect of the age of participants on the amount of time spent using the Web. Also, their perceived needs of Web use, technical training they had received, perceived usefulness of the Web, and their computer and Web competencies had positive direct effects on their Web use. In particular, young participants spent more time using the Web and showed slightly more positive perception on the usefulness of the Web than more mature participants did. The results also showed that there were gender differences in the participants' computer and Web competencies in which the male participants

Colorado Public Library Annual Report sent to each public library jurisdiction in February of 2000 and returned in March. The 1999 response rate was excellent: 100% of Colorado public libraries returned the Annual Report and there was a substantial reduction in number of individual items left blank. Following a section of definitions and uses of ratios and measures are tables showing state totals and averages and state ratios. The remaining tables provide information/statistics on the following: public library addresses; telephone, fax, and URL; public library director names and email addresses; borrowers, outlets and bookmobiles; staff in Full-Time Equivalents (FTE); computers and networking; local, state, federal, other and total library income; staff expenditures (salaries, benefits, and totals); expenditures on library materials and resources (bound materials, videos, audios, subscriptions, electronic materials, and electronic access); miscellaneous and total expenditures, including capital outlay; selected library materials (books, audio, video, software, and print and electronic subscriptions); circulation, including Colorado library card; public service hours; visits, reference transactions, and interlibrary loan; annual program offerings and attendance; input measures (FTE ratios and items per 1,000 served ratios); funding measures (per capita funding ratios and staff and materials as percent of operating expenditures); output measures (registration as percent of population, services per capita, evening and weekend hours percentages and turnover rate); and Colorado public library salaries and wages for Director and Assistant Director; Branch Head and Department Head; Cataloger and Children's Librarian; Computer/Automation Specialist; Reference/Adult Services and Starting Librarian; and Library Assistant/Technician, Library Clerk and Library Page/Shelver. (AEF)

ED 455 849 IR 058 187

Burkhardt, Joanna; MacDonald, Mary; Rathemacher, Andree; Kelland, J. Laurence; Vocino, Michael
Plan for Information Literacy at the University of Rhode Island.
PUB DATE- 00
NOTE- 10p.; Submitted by the Library Strategic Planning Task Force for Teaching and Research, University of Rhode Island.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Curriculum Development; Higher Education; *Information Literacy; *Information Skills; Information Technology; *Library Instruction; *Library Planning; *Library Services; Program Development; Skill Development
IDENTIFIERS- *University of Rhode Island

The past 5 years have seen enormous change in the style of reference work that is done by librarians at the University of Rhode Island (URI) Library. Before the arrival of publicly accessible online databases and catalogs, there were clear lines regarding "doing reference" and teaching how to use the library. Now efforts are more directed toward teaching the URI community how to approach the wide array of resources available to them. With this in mind, the Task Force for Teaching and Research recommends a collective shift from thinking of reference and teaching as separate but related activities to restructuring into a Teaching Library where services are actively promoted as the bridge to information empowerment--to be the link between classroom and information resources. The

(Roderick Floud); "Lifelong Learning in the Mainstream Issues of Access and Equity" (Graeme John Davies); "The Contribution of Lifelong Learning to an Equitable and Inclusive Society" (John Daniel); "The Transition of Disabled Students into Higher Education" (Len Spriggs); "'Unlocking Potential': Accreditation for Socially Excluded Young People" (Pat Davies, Julia Carter); "Ethnic Minority Staff in Higher Education" (Geoff Chivers); "The Experience of Older Learners and the Influence of Context" (Tilda Gaskell); "Is Your University Supporting Lifelong Learning for Its Own Staff?" (Malcolm Sunderland, Daniel Vulliamy); "Work Based Learning and Access to Higher Education" (Carol Costley); "Work-Related Learning, Equity and Inclusion" (Dick Taylor); "Credit and Credibility: Personal Development Plans for Lifelong Learning" (Lyn Brennan, Alison Hirst); "The Role of Learner Parents in Widening Participation" (Cal Weatherald, Diane Burns); "Equity and Inclusion in Home-Based Lifelong Learning" (Keith Percy, Hilary Thomas); "Learning Strategies: Case Studies of Local Community Learning Initiatives" (Helen Godfrey, Sue Gruellich); "The Classroom as Community: Dynamics of Race and Gender" (Jane Hoy, Rajni Kumrai); "Issues in the Provision of Education for Inner City Groups, Especially Community Development Groups" (Brid Connolly); "Action Learning for Local Development: A Community Based Project in Coventry" (Jane Watts); "A Kind of Higher Education for Adult Learners in Community Settings" (Ann-Marie Houghton, Julia Preece); "Inclusive Partnerships for Cultural Diversity and Development" (Patricia Whaley, Asthma Shaffi); "Creating Partnerships for Pathways: How Do We Ensure Inclusive Partnership between FE and HE?" (Lydia Merryl); "Lifelong Learning Practitioners' Engagement with Change" (Diane Burns); "Social Inclusion and Adult Learning" (John Field); "European Universities: How Accessible Are They for Adults?" (Barbara Merrill, Tom Collins); and "Capacity Building through New Technology" (Rob Harrison, Angie Piesold). Some papers contain substantial bibliographies. (MN)

ED 455 371   CE 081 981

Owen, Greg; Shelton, Ellen; Stevens, Amy Bush; Nelson-Christinedaughter, Justine; Roy, Corinna; Heineman, June
Whose Job Is It? Employers' Views on Welfare Reform. JCPR Working Paper 184.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.
PUB DATE- 00
NOTE- 47p.; Paper presented at Rural Dimensions of Welfare Reform: A Research Conference on Poverty, Welfare and Food Assistance (Washington, DC, May 4-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Comparative Analysis; Education Work Relationship; Educational Needs; *Employer Attitudes; Employment Patterns; Employment Potential; Employment Practices; *Employment Problems; Employment Qualifications; Job Skills; Job Training; Labor Turnover; Needs Assessment; Partnerships in Education; Policy Formation; Public Policy; Recruitment; *Rural Areas; State Surveys; Statewide Planning; Suburbs; Tables (Data); Telephone Surveys; *Urban Areas; *Welfare Recipients; *Welfare Reform
IDENTIFIERS- *Minnesota; Self Sufficiency; Welfare to Work Programs

A total of 130 Minnesota employers who had participated in local in Europe, 2000. Background Report. Volumes 1-3. CEDEFOP Reference Series.

PUB DATE- 01

NOTE- 1544p.; For the first report, see ED 423 393 (Volume 1) and ED 423 394 (Volume 2).

LANGUAGE- English

EDRS Price- MF13/PC62 Plus Postage.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Adult Education; Comparative Education; Cost Effectiveness; Developed Nations; Developing Nations; *Education Work Relationship; Educational Certificates; Educational Finance; *Educational Research; Employment Opportunities; Foreign Countries; Global Approach; Human Capital; Inplant Programs; Job Skills; *Job Training; Labor Force Development; Labor Market; Labor Relations; *Lifelong Learning; Nonformal Education; Outcomes of Education; *Partnerships in Education; Postsecondary Education; Secondary Education; Skill Development; Student Certification; Supply and Demand; Underemployment; Unemployment; *Vocational Education; Wages

IDENTIFIERS- Europe

These three volumes comprise the background publication of the second report on vocational education and training (VET) research in Europe. The two parts of Volume 1 contain 10 papers; Volume 2 contains 11 papers in two parts; and there are 10 papers in the two parts and annex of Volume 3. In Volume 1 are the following: "Steering, Networking, and Profiles of Professionals in VET" (Lassnigg); "Financing VET" (Green et al.); "How to Improve the Standing of Vocational Compared to General Education" (Lasonen, Manning); "Certification and Legibility of Competence" (Bouder et al.); "Changing Institutional and Political Role of Nonformal Learning" (Bjornavold); "Problems Raised by the Changing Role of Trainers in a European Context" (Brugia, de Blignieres); "Lifelong Learning" (Cheallaigh); "Training for New Jobs" (Onstenk); "Vocational Training and Innovative Practices in the Environmental Sector" (Loos); and "Company-Based Learning in the Context of New Forms of Learning and Differentiated Training Paths" (Dehnbostel, Dybowski). Volume 2 contains these papers: "Globalization, Division of Labor, and Training Needs from a Company View" (Dejonckheere, Van Hootegem); "Training, Mobility, and Regulation of the Wage Relationship" (Hanchane); "Employment and Training Practices of Small and Medium-Sized Enterprises" (Trouve); "Human Resource Development in Europe" (Nyhan); "Reporting on Human Capital" (Westphalen); "Vocational Training Research on the Basis of Enterprise Surveys" (Bellmann); "Skills Market" (Planas et al.); "Economic Performance of Education and Training" (Barrett); "Unemployment and Skills from a Dynamic Perspective" (Bollens); "Overqualification" (Buchel); and "Forecasting Skill Requirements at National and Company Levels" (Wilson). Volume 3 and its Annex contain these papers: "Training and Individual Performance" (Pfeiffer); "Effect of National Institutional Differences on Education/Training to Work Transitions in Europe" (Hannan et al.); "Education and Labor Market Change" (Hannan, Werquin); "Selection, Social Exclusion, and Training Offers for Target Groups" (Vranken, Frans); "Training and Employment Perspectives for Lower Qualified People" (Brandsma); "Research on VET at the Crossroads of Transition in Central and Eastern Europe" (Strietska-Ilina); "VET Research in Other European and Non-European Countries" (Lauterbach et al.); "Research on VET in the Current Research Framework of the European Commission" (Van den Brande); "Synopsis of Selected VET-Related Projects Undertaken in the Framework of the

(Program/Project Descriptions) (141)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Achievement; *Achievement Tests; Adult Education; *Adult Learning; *Adult Students; Credentials; Definitions; Dropouts; Educational Attainment; Foreign Countries; *High School Equivalency Programs; Out of School Youth; *Outcomes of Education; Scores; Secondary Education; Special Needs Students; Standardized Tests; *Student Characteristics; Student Educational Objectives; Tables (Data); Test Results; Trend Analysis
IDENTIFIERS- Canada; *General Educational Development Tests; United States

In 2000, 860,684 adults worldwide took 1 or more of the General Educational Development (GED) Tests, which was more than in any previous year except 1996. The number of adults completing the GED Test battery increased by 10% or more in eight U.S. jurisdictions and four Canadian jurisdictions. The volume of international testing increased by 85.7%. Of those adults completing the GED Test battery in 2000, more than 519,000 met their jurisdiction's score requirements. In 2000, only 1.5% of adults in North America who did not graduate from high school attempted to earn a high school credential by passing the GED Tests. The average age of adults worldwide taking the GED Tests was 24.7 years. Nearly one of every three GED credentials awarded in the United States was earned by a student aged 18 or younger. Two of every three adults tested reported taking the tests for further training and education beyond the high school level. The 8,071 adults receiving testing accommodations in 2000 was up more than 110% from the number in 1993. (Thirty tables/figures are included. A definition of geographic regions is appended along with lists of GED administrators, American Council on Education governing bodies, GED testing service staff, and selected GED publications.) (MN)

ED 455 405 CE 082 042

Eight BC Workforce Literacy Initiatives. Final Report.
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Adult Basic Education; Adult Educators; Adult Literacy; Cooperative Planning; Curriculum Development; Demonstration Programs; Developed Nations; *Educational Cooperation; Educational Needs; Educational Objectives; Educational Research; Foreign Countries; Higher Education; Information Networks; Instructional Development; *Learning Activities; *Literacy Education; Marketing; Material Development; Needs Assessment; *Outcomes of Education; Partnerships in Education; Pilot Projects; Portfolio Assessment; Professional Development; Program Costs; Program Development; Program Effectiveness; Public Relations; Publicity; School Business Relationship; Teacher Improvement; U *British Columbia
IDENTIFIERS- *British Columbia

Eight work force literacy initiatives were conducted in British Columbia (BC), Canada. The primary objectives and key activities of the initiatives were as follows: (1) alliance development (developing partnerships and linkages promoting and supporting work force literacy); (2) public awareness engagement; employee retention and advancement; collaboration; and building organizational capacity. (YLB)

ED 455 422 CE 082 073

Birch, Paul
Instant Coaching.
PUB DATE- 01
NOTE- 107p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Adult Education; Business Administration Education; Business Education; *Inservice Education; Learning Activities; *Management Development; *Management Systems; Managerial Occupations; *Models; *Staff Development; Teaching Guides; *Tutors
IDENTIFIERS- *Coaching

This book is intended to help managers coach individuals and groups; assess current performance; develop a coaching plan; keep track of whether their coaching is having the right effect; and learn how to motivate and communicate effectively. Chapters 1-3 establish what coaching is; who can coach; and who can be coached. Chapter 4 lays coaching out within the acronym ADAPT: Assess current performance; Develop a plan; Act on the plan; Progress check; and Tell and ask. Chapter 5 explains how the rest of the book works and how to put the coaching model into practice. Chapter 6 provides 69 one-page exercises, each approximately 350 words long, each self-contained but collectively providing a total coaching package. Some are aimed at specific areas of need; others are more general. Topics may be commonly encountered problems, tactics, or strategies to use or exercises simply to put the coach or coachee into the right frame of mind. Information provided for each exercise is preparation, applicability, time required, where/when, instructions, and star ratings for these topics: personal coaching, team coaching, applicability to business, development of you, and fun. The appendix provides lists of the exercises sorted by the star ratings for each topic and lists of exercises sorted by ease of preparation and time they require. (YLB)

ED 455 423 CE 082 077

Medrich, Elliott; Merola, Linda; Ramer, Cathy; White, Robin
School-to-Work Progress Measures: A Report to the National School-to-Work Office for the Period July 1, 1997-June 30, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *College School Cooperation; *Education Work Relationship; *Educational Finance; Integrated Curriculum; Internship Programs; Mentors; National Surveys; Outcomes of Education; *Partnerships in Education; Program

proposed regulations consistent with Alberta's new Apprenticeship and Industry Training Amendment Act, 2000, and a supplement with detailed information on proposed regulations and orders. The summary's Section 1 contains a history of the consultation process. Section 2 focuses on recommendations regarding the regulatory framework: remove program and process detail; retain apprentice wage percentages; retain journeyman/apprentice ratios; set criteria for designation of trades and occupations; and set standards and award credentials for achievement of competencies in designated occupations. Section 3 provides summaries of proposed regulations: Apprenticeship and Industry Training Administration Regulation (Regulation); Apprenticeship Program Regulation (APR); trade regulations; and occupation regulations. The supplement's section 1 contains a summary of the proposed regulation in a four-column table format (subject, proposed, existing, comments) and the proposed regulation itself. Section 2, on designated trades, is comprised of a summary of the proposed APR in a four-column table format and the proposed APR itself; a generic summary of the proposed trade regulations in a four-column format and the proposed Bricklayer Trade Regulation as a specific example; and a summary of the proposed Apprenticeship and Certification Order in a four-column table format and the proposed order itself. Forms for making comments are in both publications. (YLB)

ED 455 440 CE 082 112

National Actions To Implement Lifelong Learning in Europe. Survey 3.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 01
NOTE- 148p.; For previous EURYDICE surveys, see ED 437 720 and ED 441 076.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Career Guidance; Counselor Training; Demonstration Programs; Developed Nations; Foreign Countries; Human Resources; Informal Education; *Information Technology; *Instructional Innovation; International Programs; *Labor Force Development; *Lifelong Learning; Literacy Education; National Programs; Nonformal Education; Partnerships in Education; Telecommunications
IDENTIFIERS- *Europe

This publication offers a summary overview of initiatives to promote lifelong education and training that have actually been implemented in various European countries. Six chapters describe initiatives that are supporting and promoting lifelong learning, either at a European or national level, in accordance with the six key messages (KMs) spelled out by the European Commission Memorandum on Lifelong Learning adopted in 2000. The KMs are: new basic skills for all; more investment in human resources; innovation in teaching and learning; valuing learning; rethinking guidance and counseling; and bringing learning closer to home. Each chapter is devoted to one KM and has these components: KM as described in the memorandum; summary of actions at the European level; overview of actions at the European level; and three or four specific initiative categories into which the KM has been divided, each of which includes a summary of actions in national initiatives followed by overviews of the national initiatives. (Contains a 59-item

Disabilities" (William E. Hitchings, Paul Retish); "Career Development of Ethnic Minority Students" (Susan B. DeVaney, Aaron W. Hughey); "Career Counseling with College Women: A Scientist-Practitioner-Advocate Model of Intervention" (Ruth E. Fassinger, Karen M. O'Brien); "Responsible Career Counseling with Lesbian and Gay Students" (Mark S. Pope, Jeffrey P. Prince, Kathleen Mitchell); "Toward the Development of Systematic Career Guidance" (Edward Anthony Colozzi); and "The Identification of a Career Development Research and Practice Agenda for the 21st Century" (Sara M. Toman). All papers include substantial bibliographies. (MN)

ED 455 456 CE 082 150

Collin, Audrey, Ed.; Young, Richard A., Ed.
The Future of Career.
PUB DATE- 00
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Career Change; Career Choice; *Career Development; *Careers; Education Work Relationship; Employed Women; Employer Employee Relationship; Employment Opportunities; *Employment Practices; Flexible Working Hours; *Futures (of Society); Human Capital; Human Resources; Labor Relations; Older Workers; Organizational Climate; Organizational Development; Outcomes of Education; Policy Formation; Postsecondary Education; Public Policy; Quality of Working Life; Theories; Values; Values Clarification; Work Attitudes; Work Environment; Work Experience; *Work Life Expectancy

This book presents many views of the concept of "career," reviewing its past and considering its future in an international context including viewpoints from sociology, psychology, and human resources management. Following an introduction, "Framing the Future of Career" (Richard Young and Audrey Collin), the book contains the following 17 additional chapters by various authors: (Part 1, Changing Contexts) "'Fracture Lines' in the Career Environment" (Julie Storey); "Some Contributions of Sociology to the Understanding of Career" (Marie-France Maranda and Yvan Comeau); "Renovating the Psychology of Careers for the Twenty-First Century" (Mark Savickas); "Changing Career: The Role of Values" (Wendy Patton); "Dancing to the Music of Time" (Audrey Collin); (Part 2, New Perspectives) "The Future of Boundaryless Careers" (Suellen Littleton, et al.); "Career Development in a Changing Context of the Second Part of Working Life" (Danielle Riverin-Simard); "The Future of Women's Career" (Heather Hopfl and Pat Hornby Atkinson); "Career or Slide? Managing on the Threshold of Sense" (Damian O'Doherty and Ian Roberts); "Epic and Novel: The Rhetoric of Career" (Audrey Collin); (Part 3, New Directions for Theory, Practice, and Policy) "Reconceptualizing Career Theory and Research: An Action-Theoretical Perspective" (Richard Young and Ladislav Valach); "A New Perspective for Counselors: From Career Ideologies to Empowerment through Work and Relationship Practices" (Mary Sue Richardson); "Adapting to the Changing Multicultural Context of Career" (Frederick Leong and Paul Hartung); "Managing Careers in Organizations" (Mike Doyle); "Learning for Work: Global Causes, National Standards, Human Relevance" (Bill Law); "The New Career and Public Policy" (A.G. Watts); and "The Future of Career" (Audrey Collin and Richard Young). Each chapter lists references; the book is indexed by author and subject. (KC)

Cognition; *Television

Children's perceptions and attitudes about racial groups are often affected by the information they receive from the view of their parents, their peers, their schools, and the mass media. A study was designed to examine the effects of positive portrayals of black television characters on black children's racial attitudes, self-perception, and racial identification. Data were collected from black children (N=60) attending 1st and 2nd grades. Children were exposed to one of three experimental treatments. The effects of television programs on racial attitudes, self-perception, and racial identification varied by the sex of the child. There was some support for the expected positive attitudes to blacks for males who watched positive portrayals of black characters. Children exposed to same-sex black television characters showed an increase in self-perception. Boys expressed higher racial identification than girls did when exposed to positive portrayals of black characters on television. (Contains 30 references.) (JDM)

ED 455 479 CG 031 078

Fawcett, Mary; Maycock, George
A Quantitative Assessment of Gender and Career Decision-Making Confidence Levels of High School Seniors in a School-to-Work Program Using the Career Decision Scale.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; *Career Planning; High School Seniors; High Schools; *Sex Differences; Sex Role; Urban Schools; Vocational Education
IDENTIFIERS- *Career Decision Scale

This study measured differences in the levels of career indecision for urban male and female high school seniors who had varying levels of experience in vocational programs or job related activities through school-to-work (STW) vocational programs. The 113 students, of whom 44% were male and 56% were female, completed the Career Decision Scale (CDS). The results determined that female students have lower career indecision than male students. A possible factor in higher career levels for high school females is that they may see their career options more narrowly than the males. A discussion is included on why several limitations of the study prevent generalization to all high school seniors. (Contains 25 references.) (JDM)

ED 455 480 CG 031 080

Wickwire, Pat Nellor, Ed.
CACD Journal, 2000.
PUB DATE- 00
NOTE- 75p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Career Academies; Children; *Counseling; Counselor Training; Education; Elementary Secondary Education; Intervention; *Professional Associations; *School Counseling; Substance Abuse
IDENTIFIERS- California

This journal of the California Association for Counseling and Development attempts to identify the current issues of concern in the counseling field and share research to help improve the classes scored below grade level expectations in reading. Analysis of probable cause data revealed a number of reasons why low reading abilities might occur. Many teachers coming out of college are neither adequately prepared to teach reading nor are they prepared to teach reading to today's children. Children are coming from homes (often low-income) that have not put an emphasis on reading. A lack of time, both at home and at school devoted to reading, is a problem. Many children are not being instructed in phonemic awareness. This plays an important role in reading success. Also, textbooks have changed from controlled vocabulary to predictable or patterned books. This has made learning to read more difficult. A review of solution strategies suggested by professional literature, combined with an analysis of the settings of the problem, resulted in the selection of a four-component approach to teaching reading. Each of the following four areas were given equal time daily for the instruction of reading: word study, comprehension, fluency, and writing. Post intervention data indicated a marked improvement in reading abilities. Students were completely engaged in their learning, and students' different learning styles were better met with the more diverse activities. (Contains 6 figures, 8 tables, and 43 references. Appendixes contain a writing sample checklist; fluency timing materials; a survey instrument; an inventory checklist; and a weekly reading plan outline.) (Author/RS)

ED 455 502   CS 014 445

Hennenfent, Merris; Russell, Janet
Increasing Independent Reading Levels Using an Integrated Approach Emphasizing Direct Reading Instruction.
PUB DATE- 01
NOTE- 77p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Decoding (Reading); Elementary Education; *Instructional Effectiveness; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Skills
IDENTIFIERS- *Direct Instruction; Phonemic Awareness

This report describes a program for advancing reading skills in order to improve reading scores and individual achievement. The targeted population consisted of elementary students in a middle class community located in a Midwestern state. Standardized test scores and local assessment scores revealed that many elementary students were lacking the necessary skills to effectively read textbooks or materials at grade level. Analysis of probable cause showed students lacked skills related to letter-sound association, decoding strategies, and phonics. Reviews of curricula content and instructional strategies revealed a lack of direct instruction in these reading areas for student skill development. A review of solution strategies suggested by experts in reading, combined with an analysis of the problem setting, resulted in an intervention plan to supplement the reading curriculum with direct instruction in skill areas. At the conclusion of the intervention, data revealed a significant increase in reading skills of the targeted students. Students had gained reading strategies for phonemic awareness, decoding words, recognizing high-frequency sight words, and increasing individual reading levels. Appendixes contain student interview questions; student and parent reading survey instruments; a phonemic awareness survey; sight word tests; print concepts checklists; and

Response to Literature; Tunisia

For one Fulbright lecturer teaching Herman Melville's novel "Benito Cereno" at the University of Tunis (North Africa), the setting appeared to be ideal for a United States novel course. "Benito Cereno", for the most part, takes place on a large ship carrying slaves. Eventually, the slaves revolt against their Spanish masters and demand to be taken back to Africa from whence they came. Hence, a great deal of the book concerns the African culture. Although Tunisia takes pride in its diversity of heritage, the lecturer realized she knew little about the challenge of interpreting the truth embodied in Melville's masterpiece. The diversity of student perspectives engaged the class in a complex analysis of three characters who were competing for heroic stature, and in determining heroic traits through behavioral attitudes and actions of the novella's major characters, the search was for knowledge that is prized for "its greater exactness." The cross-cultural teaching adventure soon turned into a quest for illusions and allusions. Since Melville originally wrote the novella as a serial, the lecturer, meeting her students every week, tried to retain the original breakdown of chapters with titles that provided a thematic focus for each session. She found, however, that teaching Melville's novella on the shores of Africa was an enlightening voyage across sea waters--in Tunisia, cultural differences were transformed into an interdisciplinary inquiry as they explored religious and historical allusions in a quest for the true meaning beyond the signifying layers of ironic reversals. The class realized that when the mystery of the detective story was resolved in a judicial court and the truth revealed through ironic contrast between appearance and reality, there was no fairy tale triumph of good over evil. Most were fascinated by the theme of human rights because Melville's plot does not lump together the ideals of truth, justice, and heroic glory in a didactic tale--he allows his readers to contemplate how democracy upholds the fundamental principle of human rights held sacred across cultural boundaries. (Contains 15 references.) (NKA)

ED 455 521 CS 217 638

Meagher, Eileen M.
The Case for Independent Writing Programs.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; *English Departments; *English Instruction; *English Teachers; Higher Education; Literature; *Writing Instruction; *Writing Teachers
IDENTIFIERS- Departmental Politics; Faculty Attitudes

One educator with much experience as a teacher and director of composition at a state university believes that academia simply has to have independent writing programs. Her conviction rests on two issues: the nature of the curriculum and the professional/psychological well-being of writing/rhetoric faculty. The process movement in writing pedagogy of the 1970s began to set composition faculty apart from literature-trained faculty. Now, with the introduction of the Internet and the

6-week period of time, the researcher worked with 22 students in the experimental group using the book "Making Words" (Cunningham). This book implements the "Working with Words" block of the Four-Blocks literacy model created by Cunningham, Hall, and Defee. Using "Making Words" the researcher worked 15 minutes each day with the experimental group on the various multi-level, hands-on, and developmentally appropriate spelling and phonics activities. The children in the control classroom received phonics instructions in various forms, but did not receive the 15 minutes a day instruction from the "Making Words" activity book. After the period of 6-weeks, the researcher tested the 22 children in the experimental classroom and the 20 children in the control classroom by giving them an Informal Reading Inventory. Then the researcher compared the data from each classroom. An independent t-test compared the instructional reading levels of both the experimental and control first grade classrooms. In the "Working with Words" block of the Four Blocks reading program, "Making Words" was used. After the experimental classroom was exposed to the "Working with Words" block, no difference was found at the .05 level of significance from the control group in their average instructional reading levels tested by an Informal Reading Inventory. The researcher retained the null hypothesis. (Contains 32 references and a table of data. Permission letters are attached.) (RS)

ED 455 540 CS 217 671

Petto, Christine M.
It Was Easier When I Was a Tutor.
PUB DATE- 01
NOTE- 12p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Area Writing; Higher Education; History Instruction; *Teacher Role; *Tutoring; *Tutors; *Writing Teachers
IDENTIFIERS- *Tutor Role; *Writing Intensive Courses

A European history professor who was once a discipline-specific writing tutor finds that she is now more actively involved in "teaching" writing to non-majors and majors. Her responsibilities as a discipline-specific tutor entailed some possible steps: upon beginning a tutorial session, she might only brainstorm with the student various ways to satisfy the assignment; after settling on the topic, student and tutor would outline or layout the plan for the paper; and addressed were both higher-level (macro) concerns and lower-level (micro/sentence-level) concerns. Ten years later the challenges for the professor of tutoring/teaching writing are similar but complicated by three issues she did not face as a tutor: (1) bureaucratic requirements for "separate" intensive writing courses and the problems that "segregation" might cause for student conceptions of writing; (2) the number of students filling four classes all with writing requirements though not labeled "intensive"; and (3) the challenge of teaching writing while conveying much content material. Satisfying the Board which approves intensive writing courses is relatively easy by way of a detailed syllabus, examples of clear writing goal is not supported by others. People are likely to achieve goals that are aligned with their values, are carefully developed, and are supported by others. This guidebook helps leaders and others identify their values and see how they impact goals; examine their values and goals as part of a bigger picture that features their career, self, family, community, and spirit; and develop a goal plan that includes action steps, a time frame, and a support structure for reaching these goals. The booklet contains a goal-planning worksheet and suggested readings. (DFR)

ED 455 561   EA 031 080

Cooper, Harris
The Battle over Homework: Common Ground for Administrators, Teachers, and Parents. Second Edition.
PUB DATE- 01
NOTE- 98p.; For first edition, see ED 376 573.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; *Grades (Scholastic); *Homework; *Parent Influence; Parent Participation; Public Schools; Student Behavior; Student Improvement; *Supervisory Methods; *Teacher Expectations of Students

This book has been written to provide readers with the terms, definitions, and research evidence needed to hold conversations about homework in a constructive manner. It attempts to help readers set effective homework policies, rules, or guidelines, whether for a school district, a school, a classroom, or a family. Its premise is that the key to ending the battle over homework is communication: It is critically important for all parties to know what others are doing and why. To help communication, much of the material in the book is presented in a question-and-answer format. The book addresses issues at both the elementary and secondary levels. Differences in the value of homework at different grade levels are among homework's most interesting and revealing aspects. Administrators can use the book not only to help develop policies, but also to assist in explaining to teachers and parents the rationale behind the homework guidelines they set. Likewise teachers can use the book to inform their classroom practices and to assist in justifying those practices to parents and students. Parents will find some practical advice regarding how to help their children with homework and to find insight into why certain practices are followed by schools and teachers. Too often, educators, parents, and students fall into ways of thinking that view schools and families as adversaries. Homework is a prime battleground in these conflicts. The book advocates that the battle over homework can be avoided. (Contains 40 references.) (DFR)

ED 455 562   EA 031 083

Arizona Charter Schools Handbook.
PUB DATE- 00
NOTE- 414p.
LANGUAGE- English

Educational Development; Educational Improvement; *Educational Principles; Organizational Change; *Organizational Effectiveness; *Quality Control

This document, one of a series of reports, focuses on the adoption of principles of quality management, originally developed by W. Edwards Deming, and the Baldrige Criteria for use in education. These processes and tools for systemic organizational management, when comprehensively applied, produce performance excellence and continuous improvement. They are now standard operating procedures for many of America's most successful companies. Educational systems that applied these techniques comprehensively and consistently have seen significant gains in student achievement, decreases in discipline problems, greater employee satisfaction, increased satisfaction and support from parents and communities, and reductions in administrative costs. The eight case studies in this report provide concrete evidence of the efficacy of quality management techniques when applied in education. For example, over 90 percent of all students in the Brazosport Independent School District, Texas, meet state standards and pass the state achievement tests. There are virtually no differences in performance between groups of children, regardless of race or economic background. The appendix contains authors' contact information, 'Air Cover' for Systemic Change--a transcribed interview with Robert T. Jones, and resources and information. (RT)

ED 455 581   EA 031 138

Odden, Allan; Archibald, Sarah
A Case Study of Resource Reallocation To Reduce Class Size, Enhance Teacher Planning Time, and Strengthen Literacy: Clayton Elementary School.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Change; *Educational Facilities Improvement; Elementary Education; Planning; *Resource Allocation; School Accounting; School Effectiveness; *School Restructuring

During the 1997-98 school year, the Sentry Hill School District made the decision to "redesign" Clayton Elementary School after persistently low student achievement placed the district in the lowest category of the district's accountability system. This case study outlines the changes made at the school. Redesigning the school meant removing all extant staff and hiring an all new staff during the summer of 1999. Most of the decisions about the redesign and how resources would be reallocated to fund it were made by the redesign team. A plan was developed with input from the community that had: (1) a whole-school reform model; (2) an emphasis on literacy; (3) new math and reading curricula; (4) an additional hour of instructional time 4 days a week; (5) reduced class sizes of about 15 students per classroom; (6) inclusion of special-education students in regular classrooms; (7) organizing the school into both vertical and horizontal teams; and (8) providing daily, collaborative planning time for teams of teachers. Many decisions regarding resource reallocation were made by the district. The school has made tremendous strides toward improving literacy among its students, though it is too early relationship of the movement to education. The first part of this analysis distinguishes essential characteristics of privatization from other sectors to establish a framework from which to appraise the presence or extent of privatization elements in school-choice policies. The second part takes a closer look at different forms of school choice to see how they may embody the elements of privatization suggested in this framework. In this context, school-choice programs in the U.S. do not usually fit typical conceptions of privatization because they do not change the ownership arrangement of schools. At most, school-choice plans draw on a mixture of public and private resources in providing education to the public. This analysis deepens the discussion by clarifying what is meant by privatization. It explores how and in what way school choice may be part of the larger global privatization movement and offers a more complex and comprehensive conception of this phenomenon. (Contains over 350 references.) (RT)

ED 455 601 EA 031 178

No Child Left Behind: A Special Reprint of President George W. Bush's Education Plan, with Relevant Discussion Questions Education Leaders Should Ask. Concerns in Education.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Educational Planning; Elementary Secondary Education; *Government Publications; *Public Policy

President George W. Bush's education plan focuses on transforming the federal role in education so that no child is left behind. The education blueprint includes an increase in accountability for student performance, a focus on what works, a reduction in bureaucracy, an increase in flexibility, and the empowerment of parents. The following topics are discussed in separate chapters: (1) achieving equality through high standards and accountability; (2) improving literacy by putting reading first; (3) improving teacher quality; (4) improving math and science instruction; (5) moving limited-English-proficient students to English fluency; (6) promoting parental options and innovative programs; (7) ensuring safe schools for the 21st Century; (8) enhancing education through technology; (9) providing Impact Aid; and (10) encouraging freedom and accountability. Priorities include improving the academic performance of disadvantaged students, boosting teacher quality, helping limited-English-proficient students gain English fluency, promoting informed parental choice and innovative programs, encouraging safe schools for the 21st Century, increasing funding for Impact Aid, and encouraging freedom and accountability. This proposal sets forth the President's proposed framework to accomplish these goals. The administration will work with Congress to ensure that action takes place quickly and in a bipartisan manner. Each chapter ends with a list of relevant discussion questions education leaders should ask. (RT)

ED 455 602 EA 031 179

Murphy, Joseph; Beck, Lynn G.; Crawford, Marilyn; Hodges, Amy; McGaughy, Charis L.
The Productive High School: Creating Personalized Academic

team which meets for a creative thinking session that permits the free flow of ideas from all members of the team. This session is followed by a critical thinking session in which the creative ideas are scrutinized closely for viability and are retained or rejected by the team. Ideas are displayed in clear visual form on a story board as the planning session progresses to enable participants to see interrelationships among the ideas, to rearrange the ideas for clarity, and to hitchhike on ideas already presented. Finally, action plans are developed. The paper begins by describing the components of the storyboarding system, the project team, and storyboarding supplies. The major types of story boards and basic steps in using them are then discussed. Examples of a planning board, an ideas board, a communication board, and an organizational board are attached. (Contains 10 references.) (CR)

ED 455 623   EC 308 494

McGahee, Marcy; Mason, Christine; Wallace, Teri; Jones, Bonnie
Student-Led IEPs: A Guide for Student Involvement.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 44p.; Warger, Eavy & Associates produced the booklet. Also developed by the ASPIIRE (Associations of Service Providers Implementing IDEA Reforms in Education Partnership) Project at CEC, in partnership with FAPE, ILIAD, and PMP IDEA Partnership Projects.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Group Instruction; *Individualized Education Programs; Individualized Instruction; *Learning Activities; Program Development; Secondary Education; *Self Advocacy; *Self Determination; *Student Participation

This guide is designed to help individual teachers as they plan for and implement student-led Individualized Education Programs (IEPs) for students with disabilities. It presents activities for helping secondary students develop and participate in their IEPs. The first part of the guide is organized around the following five stages for involving students: (1) starting a student-led IEP program, ensuring confidentiality, involving parents, and determining instructional goals; (2) helping students understand their IEPs; (3) engaging students in developing an IEP, helping students assess their IEPs, and helping students write sections of their IEPs; (4) preparing students to participate in and/or lead their IEP meetings and providing support during the meeting; and (5) monitoring ongoing self-advocacy. Each section highlights key information related to the stage and suggests activities that may be used with students. The suggestions for activities are presented for individualized delivery and are designed to be adapted to meet individual needs and abilities. A section on group instruction is included that discusses considerations for this type of service delivery. Finally, a section is included that describes programmatic aspects that may be considered when implementing the approach on a schoolwide basis. (Contains 21 references.) (CR)

ED 455 624   EC 308 495

PUB DATE- 01
NOTE- 97p.; Theme issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Admission (School); Adults; *Aging (Individuals); *Gifted; *Graduate Study; *Higher Education; *Intelligence Tests; Knowledge Level; *Life Satisfaction; Longitudinal Studies; Older Adults; *Well Being
IDENTIFIERS- Graduate Record Examinations

The articles in this journal issue examine three different aspects of gifted adulthood. In "Self-Appraisal, Life Satisfaction, and Retrospective Life Choices across One and Three Decades" (Carole K. Holahan and others), 383 children who were part of Terman's original study of the gifted in 1921 were revisited at various points in their lives. Participants who reported living up to their intellectual abilities were higher in overall life satisfaction and were less likely to report that they would make different choices in work or family life three decades later. "Consequences of How We Define and Assess Intelligence" (Wendy J. Williams), considers some of the consequences of how intelligence is defined and assessed in young adults. In particular, it discusses the Graduate Record Examination and its usefulness in predicting success in graduate school. The use of intelligence tests in general is based on a certain definition of intelligence, and the article argues that such a definition is not necessarily what is needed to determine success in school. The last article, "The Locus of Adult Intelligence: Knowledge, Abilities, and Nonability Traits" (Phillip L. Ackerman and Eric L. Rolfhus), draws the distinction between general intelligence and knowledge, and studies the relationship of both to the aging process. (Articles include references.) (CR)

ED 455 643 EC 308 531

Smutny, Joan Franklin
Stand Up for Your Gifted Child: How To Make the Most of Kids' Strengths at School and at Home.
PUB DATE- 01
NOTE- 189p.; Foreword by Jerry Flack.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; Check Lists; *Child Advocacy; Discipline; Educational Environment; Elementary Secondary Education; *Family Environment; *Gifted; Parent Associations; Parent Child Relationship; *Parent Empowerment; Parent Teacher Conferences; Social Development; Special Programs; Student Characteristics; Student Placement; Talent Development

This text is designed to enable parents to become powerful advocates for their gifted children at school and at home. Chapters 1 through 5 focus on becoming an advocate at home. Chapter 1 discusses three broad characteristics of giftedness, the difference between bright and gifted children, and other dimensions of giftedness. Chapter 2 provides a checklist of questions designed to help parents identify their child's unique abilities, talents, and learning styles, as well as the best way to meet individual learning needs. The following chapter describes strategies that parents can use to help their (dyspraxia or developmental coordination disorder DCD) examines the motor learning difficulties and their social implications and suggests some strategies to support children through key learning stages. The first chapter discusses terminology, summarizes research on sensory input and processing, and provides estimates of dyspraxia/DCD incidence. Chapter 2 explains the assessment of dyspraxia using a team approach. The following chapter focuses on the role of the teacher in the assessment of developmental dyspraxia. A sample observation checklist covering gross motor, fine motor, and self-help skills is included. Chapter 4 discusses the social and emotional implications of dyspraxia. Chapter 5 considers key issues for the elementary level dyspraxic child including effective communication, handwriting, reading, and organizational skills. Chapter 6 considers the aspects of secondary school that impact a child with dyspraxia/DCD including transition into secondary school, recording information, and organizational skills. Case study examples of interventions with children at various developmental stages are provided in the seventh chapter. The final chapter lists various activities to develop motor skills and self-esteem. Appendices include a list of developmental milestones, a task analysis of the developmental stages for achieving pencil control, and a guide to handwriting norms. (Contains 56 references.) (DB)

ED 455 663 EC 308 628

Rosenberg, Steven; Clark, Mary; Finkler, Deana; Filer, Janet; Robinson, Cordelia
Project Participate Final Report, September 1985-August 1988.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 111p.; Winthrop University was formerly Winthrop College. Staff and students at the University of Nebraska at Omaha assisted in the preparation of this document.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Disability Identification; *Early Intervention; *Models; *Physical Disabilities; Physical Mobility; Preschool Education; Program Effectiveness; *Program Evaluation; *Student Participation; Training

The environments of most young children present many opportunities for learning. However, preschoolers who have severe motor disorders are frequently unable to explore the world around them. Project Participate addressed the problems presented by the limitations placed on the activities of preschoolers who have severe motor disorders. During the course of this project a decision model and guidelines for interventions designed to enhance the ability of these children to participate actively in their educational programs were developed. Interventions to increase child participation in the areas of play with preschool materials, communication, social interaction, and mobility are described. The results of the evaluation of the project are presented. These findings indicate that this project was well received by educational personnel and the interventions that were used significantly increased active involvement by preschoolers with disabilities. Dissemination and staff training activities are described. In addition, training materials, including guidelines for implementing interventions to increase child participation are

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingualism; *Code Switching (Language); Creoles; Heritage Education; Language Attitudes; Language Planning; *Linguistics; *Multilingualism; *Official Languages; Pidgins; Public Policy
IDENTIFIERS- *Language Change; *Language Contact

This book surveys situations in which language contact arises and focuses on what happens to the languages themselves: sometimes nothing, sometimes the incorporation of new words, sometimes the spread of new sounds and sentence structures across many languages and wide swathes of territory. It outlines the origins and results of contact-induced language change, extreme language mixture--which can produce creoles, pidgins, and bilingual mixed languages--and language death. The book concludes with a brief survey of language endangerment. It is divided into 10 chapters with the following titles: "Contact Onsets and Stability"; "Multilingualism in Nations and Individuals"; "Contact-Induced Language Change: Results"; "Linguistic Areas"; "Contact-Induced Language Change: Mechanisms"; "Contact Languages I: Pidgins and Creoles"; "Contact Languages II: Other Mixed Languages"; "Language Death"; "Endangered Languages." Several appendices are included: "A Map of Some Contact Situations Around the World," "Official Languages in the World's Nations," a glossary, and subject and names indexes. (Contains 362 references.) (KFT)

ED 455 688 FL 026 823

Shaul, Marnie S.
Bilingual Education: Four Overlapping Programs Could Be Consolidated. Report to the Chairman, Subcommittee on Oversight of Government Management, Restructuring and the District of Columbia, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; *Block Grants; *Cost Effectiveness; Data Analysis; English (Second Language); Federal Legislation; *Federal Programs; Program Administration; Second Language Instruction; Second Language Learning
IDENTIFIERS- United States

This report evaluates how effectively four federally funded bilingual education block grant programs--Program Development and Implementation Grants, Program Enhancement Projects, Comprehensive School Grants, Systemwide Improvement Grants--used $163 million in fiscal year 2000 to serve children with limited English proficiency (LEP). There are four principle research questions: (1) How similar are the performance goals and measures, eligibility criteria, and allowable services among the four programs? (2) To what extent were the different kinds of grants made to the same types of schools or school districts and how were they used to provide the same services? (3) What is known about the effectiveness of thee programs? and (4) How can these programs be better coordinated and do opportunities exist for program consolidation and cost savings? Results include the following: (1) the four federal programs served similar grantees and funded similar services, but individual schools typically did not receive funding from more than one program; (2) the effectiveness of bilingual programs on a national level is unknown; and (3) consolidation of these

Tsikave: zbirka tekstiv (It's Interesting: A Reader). Collage 3: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 01
NOTE- 96p.; Also supported by the Alberta Branches of the Ukrainian Women's Association of Canada, Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, the Ukrainian Professional and Business Club of Edmonton, and the Alberta Ukrainian Commemorative Society.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; *Cultural Education; Ethnic Groups; Foreign Countries; Heritage Education; Instructional Materials; Literature; Poetry; *Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- Canada; *Ukrainians

Part of a Ukrainian language development series, this intermediate-level reader provides a selection of short texts in modern Ukrainian, including poems, newspaper articles, short stories, fairy tales, fables, and dialogs for use by native speakers, heritage language, or second language learners of Ukrainian. (CNP)

ED 455 711 FL 026 870

Cyncar-Hryschuk, Markiana, Comp.
I smikh, i plach: zbirka tekstiv (Laughter and Tears: A Reader). Collage 3: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 01
NOTE- 86p.; For related Ukrainian student activity and answer key documents, see FL 026 858-60 and 868-69. Funded by Alberta Branches of the Ukrainian Women's Association of Canada, Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, Ukrainian Professional and Business Club of Edmonton, and Alberta Ukrainian Commemorative Society.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; *Cultural Education; Ethnic Groups; Foreign Countries; Heritage Education; Instructional Materials; Literature; Poetry; *Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- Canada; *Ukrainians

Part of a Ukrainian language development series, this intermediate-level reader provides a selection of short texts in modern Ukrainian, including poems, newspaper articles, short stories, fairy tales, fables, and dialogs for use by native speakers, heritage language, or second language learners of Ukrainian. (CNP)

ED 455 712 FL 801 449

through 1995. The program focused on service learning as a subcomponent of content learning and the functional use of content literacy skills. Students worked to weave service learning into the content literacy lesson plans they write in the course, with service learning subordinate to their learning in the course. It appeared that integrating service learning into brief lesson plans was not successful; students were then asked to include service learning in more elaborated units of instruction that were usually longer than 1 week. The third phase of course development involved integrating service learning and placing work on the World Wide Web, a phase that began around 1996 and was ongoing at the time of the paper. Several examples are given of the ways in which students developed Web pages for their lessons. The paper lists 19 sources for additional information. (Contains 6 figures and 34 references.) (SLD)

ED 455 732 HE 034 188

Henderson, Tim
Graduate Medical Education and Public Policy: A Primer.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Educational Policy; Enrollment; *Financial Support; *Graduate Medical Education; Higher Education; Information Dissemination; *Physicians

This booklet describes graduate medical education (GME) in the United States and outlines some options for future policy related to GME. GME is the process of providing academic and clinical education to physicians after they have graduated from an accredited medical school. GME typically occurs in teaching hospitals or other health care settings. GME may take 3 to 8 years, depending on the specialty selected. In the United States, the growth of GME can be attributed in large part to the increasing number of residency positions occupied by international medical graduates. Increased competition within local and regional health care markets and the continued growth of managed care systems are producing profound changes in health care. These trends and other changes anticipated for the health care professions have resulted in some suggestions for options for future GME public policy. Some of these options are: (1) strengthen efforts to forecast and distribute data on physician supply and demand; (2) institute mechanisms and incentives for holding recipients of public GME subsidies more accountable for producing needed goods; (3) develop a more stable and equitable means of financing GME through the creation of an all-payer GME fund; and (4) assure adequate funding to support innovative physician training in nonhospital and medically underserved settings. (Contains 7 tables and 15 references.) (SLD)

ED 455 733 HE 034 191

Brown, Patricia Q.
Postsecondary Institutions in the United States: 1993-94 and 1998-99. E.D. Tabs.
PUB DATE- 01
NOTE- 37p.; For the 1997-1998 report, see ED 432 930.

students very highly, giving a picture of faculty members who are overwhelmingly content with both the professional and personal benefits to holding an academic appointment. Discontent centered around levels of institutional support for scholarship, teaching load, or compensation and student. The issue related to the future of higher education that garnered the most comment from faculty members was the lack of preparation on the part of students entering college today. Faculty members also expressed concerns about educational finance, finding qualified teachers, and the "commodification" of higher education. (SLD)

ED 455 754 HE 034 228

Pena, Dely; Maitland, Christine
Distance Education at Postsecondary Education Institutions: 1997-98.
PUB DATE- 00
NOTE- 8p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Mediated Communication; *Distance Education; Educational Trends; *Enrollment; *Higher Education; National Surveys; Telecourses; Tuition

This report presents findings from the second nationally representative survey of distance education undertaken by the National Center for Education Statistics. The survey, released in December 1999, collected information about the 1997-1998 academic year. The report also presents new information about fields of study and instructional levels of courses and programs offered through distance education and about trends in higher education. Distance education is more likely to be conducted by public institutions, with 78% of public 4-year and 62% of public 2-year institutions offering distance education courses. The survey indicated that there were an estimated 1,661,100 enrollees in all college-level distance education in the United States. An estimated 25,730 distance education courses were offered by 2-year and 4-year institutions, representing 34% of all institutions. Eight percent of all 2-year and 4-year institutions offered college-level degree or certificate programs that were designed to be completed totally through distance education. In 1997-1998, the technologies used by most distance education providers were Internet courses using asynchronous computer-based instruction, two-way interactive video, and one-way prerecorded video. About three-quarters of institutions charged the same tuition for distance education courses as for comparable on-campus courses. Distance education appears to have become a common feature of many postsecondary education institutions, and it is likely to become more common in the future. (SLD)

ED 455 755 HE 034 229

Wood, Thomas E.; Sherman, Malcolm J.
Race and Higher Education: Why Justice Powell's Diversity Rationale for Racial Preferences in Higher Education Must Be Rejected.
PUB DATE- 01
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

with interactive prerequisites; and (5) targeted teaching and learning strategies. Terms associated with thinking and learning guided the manual and electronic search through the Internet and online library files. (Contains 70 references.) (Author/AEF)

ED 455 773   IR 020 729

Hancock, Dawson R.; Flowers, Claudia P.
Social Desirability Responding on World Wide Web and Paper-Administered Surveys.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Higher Education; Measurement Techniques; Nonprint Media; Printed Materials; Questionnaires; Social Desirability; Student Surveys; Surveys; *World Wide Web

Social desirability responding (SDR) on surveys administered on the World Wide Web and on paper was examined, with 178 graduate and undergraduate students as participants. To assess the extent to which participants would demonstrate SDR, this study used the Balanced Inventory of Desirable Responding (BIDR) (Paulhus, 1993). The BIDR consists of 40 items states as propositions. Respondents rate their agreement with each statement on a seven-point scale. Using a true experimental design, the study examined the impact of two independent variables, the participants' identifiability level (anonymous and non-anonymous) and the survey's administration mode (World Wide Web-administered and paper-administered), on one dependent variable, the participants' social desirability response levels measured by the BIDR. Findings reveal no differences in SDR between the Web and the paper-administered survey conditions, and no differences in SDR between the anonymous and non-anonymous conditions. These findings and potential explanations are examined for consideration by anyone interested in using the Web to obtain accurate information from survey participants. (Contains 35 references.) (AEF)

ED 455 774   IR 020 730

Kaminski, Karen; Rezabek, Landra L.
Student Perceptions: Printing Activities' Influence on Satisfaction with Web-Based Instruction.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Course Content; Distance Education; Instructional Design; Instructional Development; Online

Making Them Work for the IST Online Program: A Case Study.
PUB DATE- 00
NOTE- 7p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Distance Education; *Educational Resources; Higher Education; Information Services; Information Technology; Library Administration; Library Planning; *Library Services; Program Development; Student Needs
IDENTIFIERS- Indiana University

Library service is one of the critical elements for designing a successful distance program in terms of learner support at a distance. Before a library service can be developed, three questions need to be answered: First, what are the expectations and needs of students and faculty in online programs? Second, what kinds of library services are critical to faculty and students in online programs? Finally, are these expectations and needs met by the services offered? The purpose of this study was to identify important library services for the Instructional Systems Technology distance program at Indiana University, based on the needs and expectations of students, faculty, librarians, and administrators. The important library services for distance education were identified through a review of the literature; interviews with students, faculty, librarians and administrators; researchers' previous experiences; brainstorming; and discussion with librarians. (Contains 11 references.) (AEF)

ED 455 794 IR 020 750

Shoffner, Mary B.; Thomas, Christine D.; Dias, Laurie B.
Establishing Partnerships between Instructional Technology and Teacher Education Departments: A Case Study.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Uses in Education; *Cooperative Programs; Educational Technology; Higher Education; Instructional Design; Instructional Development; Instructional Innovation; Introductory Courses; *Partnerships in Education; *Teacher Education
IDENTIFIERS- Georgia State University

With the current influx of grants and national technology standards, many in Instructional Technology departments that serve teacher education programs wrestle with working outside initial certification areas. At Georgia State University, the Instructional Technology unit has been working closely with the Middle Childhood Education unit for the past three years to develop a cooperative relationship. Working together, the units have re-designed the stand-alone technology course into an

Koroghlanian, Carol; Klein, James D.
The Use of Audio and Animation in Computer Based Instruction.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; Audio Equipment; Biology; *Computer Assisted Instruction; High Schools; Illustrations; Instructional Effectiveness; *Instructional Materials; *Multimedia Instruction; *Multimedia Materials; Spatial Ability; Teaching Methods; *Visual Aids

This study investigated the effects of audio, animation, and spatial ability in a computer-based instructional program for biology. The program presented instructional material via test or audio with lean text and included eight instructional sequences presented either via static illustrations or animations. High school students enrolled in a biology course were blocked by spatial ability and randomly assigned to one of four treatments (Text-Static Illustration, Audio-Static Illustration, Test-Animation, Audio-Animation). The study examined the effects of instructional mode (Text versus Audio), illustration mode (Static Illustration versus Animation), and spatial ability (Low versus High) on practice and posttest achievement, attitude, and time. Results for practice achievement indicated that high spatial ability participants achieved more than low spatial ability participants. Similar results for posttest achievement and spatial ability were not found. Participants in the Static Illustration treatments achieved the same as participants in the Animation treatments on both the practice and posttest. Likewise, participants in the Text treatments achieved the same as participants in the Audio treatments on both the practice and posttest. Findings for time-in-program and time-in-instruction indicated that participants in the Animation treatments took significantly more time than participants in the Static Illustration treatments. No time differences of any type were found for participants in the Text versus Audio treatments. Implications for the design of multimedia instruction and topics for future research are included. (Contains 32 references.) (Author/AEF)

ED 455 813 IR 020 769

Persichitte, Kay A.; Ferrell, Kay A.; Lowell, Nathan; Roberts, Stephanie
Distance Learning and Disability Access: A Success.
PUB DATE- 00
NOTE- 6p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Assistive Devices (for

showed a higher level of competency in Web use. Overall, the findings of this study suggest that basic skills and knowledge of Web use should be provided formally or informally to learners in order to facilitate the Web use for participants of Web-based instruction. It is also recommended that communication channels be provided for participants of Web-based instruction in order to facilitate their Web use. (Contains 85 references.) (Author/AEF)

ED 455 831 IR 020 854

Yu,Byeong-Min; Roh, Seak-Zoon; Han, Sungwook
The Effect of Different Menu Styles on the User's Perception and Performance on the WWW.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Topics on Distance Learning Conference (3rd, Hammond, IN, June 5-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Interfaces; *Information Seeking; *Internet; *Online Searching; *Screen Design (Computers); User Friendly Interface; Users (Information); *World Wide Web
IDENTIFIERS- Browsing

As the Web becomes more popular, the interest in effective navigation is increasing. Menu design is becoming a critical issue of human computer interface design as the focus of computer applications moves from the computer as a machine to the human as a user. The purpose of this study was to investigate the effect of three different Web menu designs-simple selection menu, global and local navigation aid menu, and pull-down menu-on the users' perception and information seeking performance. Three Cyber-Shopping Mall Web sites were developed for the experiment. These Web sites had the exact same content but each had a different menu design with a constant information structure. The result showed that overall information seeking performance was best in the pull-down menu. Participants performed better in searching with the pull-down menu but were faster in browsing with the global and local navigation aid menu. However, there was no significant difference between users' perception and the three menu designs. (Contains 31 references.) (Author/AEF)

ED 455 832 IR 020 855

Alemna, A. A.; Chifwepa, Vitalicy; Rosenberg, Diana
African Journals: An Evaluation of the Use Made of African-Published Journals in African Universities. Education Research Report, Serial No. 36.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Developing Nations; Faculty Publishing; Foreign Countries; *Higher Education; *Publications; Scholarly Communication; *Scholarly Journals; Use Studies
IDENTIFIERS- *Africa; University of Zambia

This is one of a series of Education Papers issued periodically by the Education Department of the Department for International Development. Each paper represents a study or piece of commissioned research on some aspect of education and training goal of the Information Literacy Plan described in this document is not to undo the current program in library instruction, but to expand and fortify it. This Plan outlines the following: coordination of information literacy efforts, including what the Library Curriculum Committee will be charged with; ways that the information literacy needs of URI students will be addressed; delivery options for addressing the information literacy needs and awareness of URI faculty; objectives of the Information Literacy Program; a chart outlining information literacy concepts that need to be covered throughout the program/curriculum; delivery options through which these concepts can be taught at URI; and suggested implementation at URI for each year of undergraduate study and for graduate students. (AEF)

ED 455 850   IR 058 188

Smith, Ester G.
Texas School Libraries: Standards, Resources, Services, and Students' Performance.
PUB DATE- 01
NOTE- 268p.; Prepared for Texas State Library and Archives Commission.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Guidelines; Information Services; Library Services; *Library Surveys; Performance; *School Libraries; School Surveys; Standards
IDENTIFIERS- *Texas

This study of Texas school libraries had three objectives: examine school library resources, services, and use, on the basis of the School Library Programs: Standards and Guidelines for Texas and determine the need for updating these standards and guidelines so that they better serve communities across the state; determine the impact that school libraries have on student performance as measured by the percent of students who met minimum expectations on the Texas Assessment of Academic Skills (TAAS); and highlight library practices in the best performing schools. Data were collected from a random sample of 600 Texas school libraries. The survey data were supplemented with data from the 1999-2000 Texas Education Agency's Public Education Information Management System on school characteristics and student TAAS performance and with community economic data extracted from the Federal Reserve Boards' Federal Financial Institutions Examination Council Web site. The study employed more than 200 school, library, and community variables in examining the relationship between libraries and TAAS performance. This study report consists of five main sections with findings subdivided under each section as follows: (1) Executive Summary and Summary of Findings (Overview, and Study Highlights); (2) Study Objectives and Methodology (Libraries and Student Performance: Recent Research, and Study Methodology); (3) School Library Standards and Library Performance (Library Program Management, Library Financial Resources, Curriculum Integration, Library Collections, Technology Resources, and Library Facilities and Usage); (4) The Relationship between Library Resources and Activities and Student Performance (Library Program Development, Leadership: Library Staff Involvement with Administrators, Teachers and Colleagues, Library Staff Teaching Activities: Collaboration, Library Technology, School Technology Access to Library Resources, Association among welfare-to-work partnerships with social service agencies and other community members were interviewed by telephone for their views on welfare reform. (This nonrandom sample was selected by partnership staff.) Differences among rural and urban/suburban employers were examined, and welfare participant and employer views on service needs and barriers to self-sufficiency were compared. Very few differences emerged between urban/suburban and rural employers; however, urban/suburban businesses appeared to be more affected by the tight labor market and were thus more open to flexible hiring policies. Employers identified lack of "soft skills" (general social skills, calling in if one is going to be late or absent, staying on the job despite frustrations, etc.) as the primary barrier to work force participation, while welfare participants cited structural problems such as low wages and lack of education and child care as their primary obstacles to self-sufficiency. Employers considered involvement in partnerships valuable for recruiting employees and believed that partnerships played a role in supporting workers for improved training, retention, and work-life balance. The findings suggested that local partnerships between employers, government, and social service providers can help make welfare reform successful by helping at least some welfare recipients begin to work and become self-sufficient. (Contains 32 tables and 11 references.) (MN)

ED 455 372 CE 081 982

Hager, Paul; Beckett, David
Making Judgments as the Basis for Workplace Learning: Preliminary Research Findings. Working Paper.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; *Cognitive Processes; *Decision Making; Education Work Relationship; Employed Women; Employee Attitudes; Environmental Influences; *Evaluative Thinking; Foreign Countries; Influences; *Job Performance; Learning Processes; Learning Theories; Models; *Performance Factors; Postsecondary Education; Professional Occupations; Vocational Education; Work Environment
IDENTIFIERS- *Australia; Dewey (John); Ethnomethodology; Expertise; *Reflective Practice

The hypothesis that making judgments is the basis for workplace learning was examined by studying work in a range of occupations with a view to identifying and analyzing the main judgments involved in individuals' work performance. To test the hypothesis, six practicing professionals (three men and three women) were interviewed. Two of interviewees were public servants with division-level responsibilities. The occupations of the other four were as follows: psychiatrist; private school principal; nurse turned ambulance officer; and corporate consultant. During the interviews, the professionals were asked to reflect on the judgments they make in critical work situations. The interviews were recorded, transcribed, and analyzed in the context of theories regarding workplace learning and logic of action. It was concluded that growth in capacity to make judgments is evident in the following abilities and actions: (1) an ability to separate the stage of presentation of the initial need to make a judgment from the stage of the contiguous actualization of that judgment; (2) an ability to "read" the conative, emotive, and ethical

Leonardo da Vinci I Program"; and "Targeted Socioeconomic Research." (YLB)

ED 455 389   CE 082 009

Heinrich, Janet
Nursing Workforce: Multiple Factors Create Nurse Recruitment and Retention Problems. Testimony before the Subcommittee on Oversight of Government Management, Restructuring and the District of Columbia, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- 01
NOTE- 13p.; For related reports on the Nursing Workforce, see CE 081 941 and CE 082 000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Career Education; Data Collection; Employee Attitudes; Employer Employee Relationship; Employment Patterns; *Employment Projections; Futures (of Society); *Job Satisfaction; *Labor Needs; *Labor Supply; *Labor Turnover; *Nurses; Nursing Education; Postsecondary Education; Work Environment

Current evidence suggests emerging shortages of nurses available or willing to fill some vacant positions in hospitals, nursing homes, and home care. The nationwide unemployment rate for registered nurses (RNs), which has been low for many years, has declined to 1.0 percent, the lowest level in more than a decade. Nurses report job dissatisfaction relating to a variety of issues, including staffing, respect and recognition, and wages, and this dissatisfaction is affecting their decision to work in nursing. Furthermore, the nurse workforce is aging, and fewer new nurses are entering the profession to replace those who are retiring or leaving. A serious shortage of nurses is expected in the future as pressures are exerted on demand and supply. Demand is expected to increase dramatically when the baby boomers reach their 60s, 70s, and beyond. During the same period, the number of women aged 25-54, who have traditionally formed the core of the nurse workforce, is expected to remain relatively unchanged. Job dissatisfaction due to management decisions to restructure health care delivery and staffing may play a crucial role in determining the extent of future nursing shortages. More data is needed to assist in planning and targeting remedies. (YLB)

ED 455 390   CE 082 010

Zirkle, Chris
Using the Internet in Trade and Industrial Education.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the Ohio Association for Career and Technical Education (Toledo, OH, July 30-August 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Computers; Access to Information; Computer Security; *Computer Uses in Education; *Courseware; Delivery Systems; Educational Benefits; Guidelines; Integrated Curriculum; *Internet; *Media Selection; Online Systems; *Resource Materials; Secondary Education; *Trade and Industrial

(conducting presentations and media relations and producing a bulletin); (3) business incentives (conducting direct mail campaigns, business breakfasts, and an awards program); (4) labor awareness and support (designing materials and resources to raise awareness of the need to address work force literacy issues at all levels of the labor movement); (5) practitioner development (piloting an electronic conferencing system for work force literacy practitioners); (6) new program support (providing resources, referrals, and general consultation to foster new programs); (7) accredited curriculum design (exploring the feasibility of developing university-accredited training for work force literacy practitioners); and (8) portfolio evaluation (researching the utility of electronic learning records for employees and employers). The following conclusions emerged from reviews of the initiatives: (1) however time-consuming and intangible, relationship building is the key to promoting work force literacy; (2) there is no work force literacy "field" in BC; (3) resources for "core" activities remain insufficient; and (4) benchmarks, measurable impacts, and strategic rigor are needed. (MN)

ED 455 406 CE 082 043

Devroye, Dan; Freeman, Richard
Does Inequality in Skills Explain Inequality of Earnings across Advanced Countries? NBER Working Paper Series.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Adult Literacy; Comparative Analysis; *Developed Nations; *Education Work Relationship; Educational Attainment; Employment Level; Employment Patterns; *Employment Qualifications; Equal Education; Foreign Countries; *Job Skills; Literacy Education; Numeracy; Postsecondary Education; Role of Education; *Salary Wage Differentials; Secondary Education; Trend Analysis
IDENTIFIERS- Canada; European Union; International Adult Literacy Survey; Organisation for Economic Cooperation Development; United Kingdom; United States

The question of whether inequality in skills explains inequality of earnings across advanced countries was examined through a review of data from the International Adult Literacy Survey (IALS), which examined the prose, document, and quantitative literacy skills of adults in 12 member countries of the Organisation for Economic Cooperation and Development. In all countries, jobless individuals tended to have lower skill levels than workers. The distribution of earnings and the distribution of skills varied widely among advanced countries, with the major English-speaking countries, the United States, the United Kingdom, and Canada, having much greater inequality in both earnings and skills than continental European Union countries. According to data from the IALS, skill inequality explains only approximately 7% of the cross-country difference in earnings inequality. The dispersion of earnings in the United States was found to be larger in narrowly defined skill groups than was the dispersion of earnings for European workers overall. In the United States, IALS test scores rose substantially with movement up the income scale, with the increase in scores averaging 17 points per income quintile. The bulk of cross-country differences in earnings inequality were found to occur within skill groups rather than between them. (The bibliography contains 20 references. Twelve tables/figures

Effectiveness; Program Evaluation; *School Business Relationship; Secondary Education; Student Participation; Summative Evaluation; Vocational Education

IDENTIFIERS- Job Shadowing; *School to Work Opportunities Act 1994

Using the Progress Measures Survey, data was collected from 770 school-to-work (STW) partnerships in 34 states that encompassed almost 36,000 secondary schools with nearly 18 million students, nearly 178,000 employers, and almost 2,600 postsecondary institutions. Substantial gains were found in provision of STW opportunities in schools and modest gains in student participation. Regarding school-based learning activities, 78 percent of schools provided and 56 percent of students participated in activities using work-related curricula; 67 percent of schools provided and 39 percent of students participated in activities integrating academic and vocational curricula. Regarding work-based learning activities, 68 percent of schools provided and 8 percent of students participated in job shadowing; 39 percent of schools and 3 percent of students participated in mentoring; and 46 percent of schools and 3 percent of students participated in internships. Overall business participation was slightly down. Teachers benefited from employer participation through internships. Data showed depth and breadth of STW activities and number of students engaged in activities are directly related to length of time the partnership has been in operation. The significant increase in percentage of partnerships receiving cash funding from outside sources indicated increased attention to alternative funding mechanisms. (Appendixes include the STW Opportunities Act 1994, Title IV; types of partnerships; definitions; and survey.) (YLB)

ED 455 424 CE 082 078

Pottmeyer, Denise L.

The Adult Education and Family Literacy Act Section 223 State Leadership Report, Program Year 1999-2000. Ohio's ABLE (Adult Basic and Literacy Education).

PUB DATE- 01

NOTE- 161p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Adult Educators; Consortia; Federal Legislation; *Leadership Training; *Literacy Education; *Professional Development; Program Descriptions; Program Improvement; Resource Centers; *State Programs

IDENTIFIERS- *Literacy Coalitions; *Ohio; Workforce Investment Act 1998 Title II

This report provides an overview of each funded project that supports Ohio's efforts to develop individual growth and leadership in the adult basic and literacy education (ABLE) field, including grant recipient and allocation; project period and directors; and project description or purpose. Overviews in Sections 1 and 3 also provide outcomes; impact; products; project continuation or future implications; conclusions/recommendations; and additional comments. Overviews in Sections 1 and 2 provide an activities chart. Section 1 provides overviews of Ohio ABLE Resource Centers (Central/Southeast; Southwest; Northwest; Northeast; and Ohio Literacy Resource Center). Section 2 presents overviews of Southwest Ohio Consortia Projects (Cincinnati, Dayton, Hamilton/Clermont/Butler/Warren Counties, London, Montgomery County, and Southwest Appalachian). Each includes information bibliography.) (YLB)

ED 455 441 CE 082 114

Kirk, James J.; Woody, Connie; Burns, Naomi; Howard, Sherrie; Rice, Misty
Workplace Counseling Tools.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Counseling; Adult Education; Behavior Modification; Behaviorism; Case Studies; Cognitive Restructuring; Counseling Effectiveness; Counseling Techniques; Employee Attitudes; Employer Attitudes; Existentialism; *Gestalt Therapy; Human Resources; Performance; *Rational Emotive Therapy; *Reality Therapy; Supervisor Supervisee Relationship; *Transactional Analysis; Work Attitudes
IDENTIFIERS- Adlerian Psychology; *Person Centered Therapy; *Workplace Counseling

This publication describes counseling approaches supervisors and human resource professionals can use to help marginal employees become better adjusted and more productive in the workplace. Three case studies are also provided for training purposes. The counseling tools are as follows: (1) Adlerian counseling, involving the belief that humans' interest in the social aspects of life is a prime motivator for many behaviors; (2) behavioral and cognitive-behavioral approaches, which hold that all behaviors are learned, faulty thinking leads to inappropriate behavior, and old behaviors can be replaced by learning new behaviors; (3) existential counseling, focusing on the meaning of life and humans' responsibility and freedom of choice for deciding their fate; (4) gestalt therapy, focusing on the importance of being whole and understanding how earlier events affect current problems and stresses; (5) person-centered counseling, which holds that all humans are basically good and trustworthy and tend toward growth, awareness, and trust in self; (6) rational-emotive therapy, holding that humans are both rational and irrational and cause problems for themselves by what they think; (7) reality therapy, focusing on getting clients to realize what they are doing now and deciding whether it is working; and (8) transactional analysis, which holds that the decision to change and responsibility to change are the client's. Discussion questions follow each case study. (YLB)

ED 455 442 CE 082 117

Scrivener, Susan; Walter, Johanna
Evaluating Two Approaches to Case Management: Implementation, Participation Patterns, Costs, and Three-Year Impacts of the Columbus Welfare-to-Work Program. National Evaluation of Welfare-to-Work Strategies.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 129p.; With Thomas Brock and Gayle Hamilton.
LANGUAGE- English

ED 455 457   CG 030 378

Linking Research to Policy, Practice, and Education: Lessons Learned, Tasks Ahead. Program Abstracts. Annual Scientific Meeting of the Gerontological Society of America (53rd, Washington, DC, November 17-21, 2000).
PUB DATE- 00
NOTE- 412p.; Published bimonthly with two special issues.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Aging (Individuals); *Educational Gerontology; Geriatrics; *Gerontology; Internet; *Older Adults; Professional Associations; Professional Education
IDENTIFIERS- Gerontological Counseling

This publication contains abstracts from the 53rd annual meeting of the Gerontological Society of America. The abstracts are arranged numerically by the session number in which they appear. Several abstracts are listed under each of the 388 sessions. Although the sessions are not limited to one topic, the dominant theme is education concerning all aspects of gerontology. Articles appear on the educational implications of older care; geriatrics training for health workers; preparing future health care workers over the Internet; evaluation of a healthy intervention for medical students and the elderly; and policy formation for healthy outcomes. Several articles discuss issues concerning quality of life for the elderly among different ethnic and racial groups; physical and psychological abuse of the elderly; linkages of family and social attitudes; and AIDS/HIV education. Following the 200-word abstracts is an index of participants with the session number listed where they appear. (JDM)

ED 455 458   CG 030 904

Manhal-Baugus, Monique
E-Therapy: Practical, Ethical, and Legal Issues.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Codes of Ethics; *Counseling; *Counseling Techniques; Counselor Client Relationship; *Internet; *Legal Responsibility; Social Support Groups
IDENTIFIERS- American Counseling Association; National Board for Certified Counselors; *Online Counseling

E-therapy is a term used to describe the process of interacting with a therapist online in ongoing conversations over time when the client and counselor are in separate or remote locations and the Internet is utilized to communicate with each other. E-therapy is not considered psychotherapy or psychological counseling in the standard sense since it does not presume to diagnose or treat mental or medical disorders. What it can do is address the difficulties that clients present to the online therapist. This paper provides background information on the types of e-therapy and related services. It summarizes the ethical codes that have been adopted by three professional organizations (American Counseling Association, National Board for Certified Counselors, and the International Society for Mental Health Online) concerning the professional use of e-professional learning community. The articles in this issue include: "The Editor's Message" (Pat Nellor Wickwire); "The CACD President's Message" (Joseph Dear); "Career Education in the Information Age" (Kenneth B. Hoyt); "Coercive Treatment for Clients with Substance Use Disorders" (Douglas L. Polcin); "School Counselors' Use of Assessment and Its Relationship to Their Training" (Joan H. Blacher, Mildred Murray-Ward, and Gail E. Uellendahl); "Not Broken--Just Different: Helping Teachers Work with Children with Attention-Deficit Disorders" (Joan Astigarraga and Adriana G. McEachern); "The Grief Process: Helping Adolescents Cope with Grief and Loss" (Paul A. Rodriguez); "Emerging Roles of Counselors in On-Line Counseling" (Jo Ann Oravec); "Standards-Based Counseling in the Middle School" (Mary Ellen Davis); "The Passion of Writing: Becoming an Acceptable, Accepted, and Exceptional Writer" (Martin G. Brodwin); "Drama, Drawing, and Double Meanings: Addressing the Needs of Developing Counselors through Creative Work" (Rhonda McCalip); "Counseling: The Future Is Now" (Benjamin Reddish, Jr.); and "Being a Professional Counselor in a Counseling Profession" (Donald G. Hays). (Contains 119 references.) (JDM)

ED 455 481   CG 031 081

Empfield, Maureen; Bakalar, Nicholas
Understanding Teenage Depression: A Guide to Diagnosis, Treatment, and Management.
PUB DATE- 01
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; At Risk Persons; Clinical Diagnosis; Counseling; *Depression (Psychology); Emotional Problems; Intervention; Medical Services; Mental Health Workers; Outcomes of Treatment; Pharmacology; Suicide; *Youth Problems
IDENTIFIERS- Adolescent Suicide

The incidence of teenage depression has increased all over the world. In some populations it is has been accompanied by suicide, but suicide remains rare. Clinical depression, which entails many debilitating physical and psychological symptoms, is a serious disease that can do terrible and even permanent damage to a teenager's developmental progress. Good adolescent health care demands that professionals look for depression in young people, diagnosis it correctly, and treat it aggressively. Chapter 1 presents an explanation of the prevalence of depression in the teenage population. Chapter 2 discusses how to diagnosis depression. Chapter 3 describes youth who are most at risk. Chapter 4 provides information about suicide. Chapter 5 looks at depression in relation to other teenage problems. Chapter 6 presents the psychological treatment of depression. Chapter 7 describes the health professionals who treat depression and where they can be found. Chapter 8 explains pharmacological treatments of depression. Chapter 9 details when psychiatric hospitals are appropriate and what goes on inside them. Chapter 10 reviews legal and ethical concerns. Personal accounts of teenagers' experiences with depression are interspersed throughout the book. Suggestions are included on further readings and resources.

consent letters. (Contains 26 references and 5 figures of data.) (Author/RS)

ED 455 503 CS 014 446

Brennan, Patricia A.; Leidig, Cheri Petras; Picicco, Giovanna G.
Improving Reading Fluency.
PUB DATE- 01
NOTE- 147p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Family School Relationship; Grade 1; Grade 2; Instructional Effectiveness; Poetry; Primary Education; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Rate; Reading Research; *Word Recognition
IDENTIFIERS- *Reading Fluency

This report describes a program for improving reading fluency in the classroom. The researchers worked with their students to increase their word recognition rate and accuracy within a text. The emphasis was on their ability to appropriately and consistently model reading with expression and intonation. The targeted population consisted of first and second grade students in two midwestern communities of average income levels. The problem of poor reading fluency was evident through teacher observation, parent and student feedback and reading miscue assessments. Literature showed several contributing factors responsible for the probable cause. One factor was that the text was too difficult for students. Another factor was that there was not enough individual help in the classroom and too much whole language. Also, lack of time spent on reading with expression and intonation was a problem. Lastly, students needed to see a consistent relationship between school and home, and should have received appropriate modeling from parents and teachers. A review of solution strategies suggested by professional sources and educational literature resulted in the selection of many interventions. Classroom time was spent on repeated readings by including a variety of meaningful activities. This included incorporating poetry into daily classroom activities, developing a home/school reading relationship to reinforce what was happening at school, and individualizing instruction for meeting the needs of students at their appropriate level. This was enforced by using a structured reading framework. Findings indicated that targeted students at all sites increased their reading fluency. The paper contains 30 references, 2 tables, and 51 figures of data. Appendixes contain a permission letter, parent and student reading attitude survey instruments; oral reading observation forms; a miscue analysis form; tally sheets; data from surveys administered at both sites and to parents and students; and data from oral reading observation forms. (Author/RS)

ED 455 504 CS 014 447

Durley, Jill; Emlen, Rita; Knox, Kimberly; Meeker, Marcia; Rhea, Peggy
Improving Reading Comprehension in the Content Areas.
PUB DATE- 01
NOTE- 123p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

information economy, the gap has become an unbridgeable chasm. The purpose of literature departments is to prepare students to read and analyze a specialized kind of print text, then to compose similar kinds of specialty texts. The purpose of writing programs is to prepare students to understand hypertext, to master the rhetorical abilities to analyze it, and to develop the new and complex skills to create it. Literature faculty believe there are two kinds of literacy--print literacy and illiteracy. Writing faculty believe that just as print literacy came after millennia of oral literacy, hypertext literacy has recently emerged and is already supplanting print literacy in the important ways that the world does business. Literature faculty do not allow composition faculty the significance of their pedagogy and scholarship--writing teachers are needed in departments for "housekeeping" skills, but not for any substantive contribution. The successful director of composition, the successful teacher of writing, the successful writing program coordinator, the successful writing center director, all are forced to play a lethal psychological and professional game, to be themselves and not be themselves at the same time. A way must be found to let English departments know, to let deans know, to let provosts and academic vice presidents know that the future of students' literacy lies in a vision unencumbered and translated into independent writing programs. (NKA)

ED 455 522   CS 217 639

Meagher, Eileen M.
Reconstructing Notions of Community in Academe: The Subversive Nature of WAC.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Environment; Higher Education; Student Needs; Teaching Methods; Theory Practice Relationship; *Writing Across the Curriculum
IDENTIFIERS- *Academic Community; Faculty Attitudes; *Learning Communities

This paper sees existing academic communities the following way: faculty centered, discipline centered, competitive in nature, static in structure, lecture based "teaching," banking concept of learning, one dominant discourse--"Standard English," narrow in research interests, and focus on individual achievement of faculty and students. The paper advances the idea of the Writing across the Curriculum (WAC) community as being different in nature: student and faculty interaction centered, a learning community, focus on pedagogy, focus on student learning and their learning needs, recognition that a student's language is the beginning point of learning, focus on the audience role in communication, focus on the necessity of social context, and willingness to allow questioning of the "givens." The paper outlines the following points: academic institutions by their nature block the kind of successful learning community necessary for WAC to thrive; negative response to faculty who do engage in WAC practices; competitive nature of Academia works against a WAC community; the ideal academic community; no true learning communities exist where assignments, and writing guidelines for the course. The greater challenge for a Writing Program is to convince administrators, faculty, and students that writing is an integral part in the learning process for all fields and then implement a program that serves both faculty and students. To create a culture of writing in her classes, the professor designs writing assignments to meet time constraints. She also chooses a historical problem or question for the students to grapple with in the way that a professional historian would. (NKA)

ED 455 541 CS 217 672

Lynn, Karen
Alphabet Soup: A Primer for Beginning Teachers.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Elementary Secondary Education; *School Culture; *Teacher Role; *Teaching (Occupation)
IDENTIFIERS- Anecdotes; *New Teachers; Personal Experiences; *Teaching Perspectives

To remain a teacher or not will probably be among the most difficult decisions to be made by a first-year teacher. Teaching is a type of work from which a person can experience the mental and physical growth of thousands of human beings. Unfortunately, teaching can also be discouraging when the teacher is left to her or his own means to handle the complex personalities of so many individuals: students, parents, administrators, district personnel, and general community members. This handbook, based upon the writer's own experiences inside the classroom from 1967 until the present (2001), aims to help new teachers survive that second or third year. The handbook includes anecdotal examples that were written on a daily diary or on official or unofficial memo documents. The intention in developing the handbook was to offer experience to those who are sometimes faced with a mean-spirited person or are employed within a non-supportive environment. Following each anecdotal section in the handbook is space for the beginning teacher to write her or his own solution to the anecdotal situation--pseudo-initials have been used to represent real individuals involved. Identified quotes regarding teaching have been included. (NKA)

ED 455 542 CS 510 569

Reppert, James E.
Interactive Media Instruction: Webcasting College Radio and Television Programs.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Jamestown, KY, September 15-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; High Schools; Higher Education; Instructional Innovation; *Internet; *Student Recruitment

EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Budgeting; Business; *Charter Schools; Educational Change; *Educational Legislation; Elementary Secondary Education; Financial Needs; Food Standards; *Government Publications; Program Budgeting; Public Schools; Vendors

This handbook provides information and materials to assist applicants in preparing an application to establish a charter school in Arizona. The topics discussed reflect the technical requirements of Arizona's charter-school legislation. It does not necessarily reflect the selection requirements or the policies of the State Board of Education, the State Board for Charter Schools, or an Arizona public school district. Either board and/or a district may approve an application if the application meets the requirements of the legislation, and may approve the charter if the proposed sponsor determines, within its sole discretion, that the application is sufficiently qualified to operate a charter school. As a sponsoring agent for charter schools, the individual boards and districts are committed to ensuring that all applicants have a fair and equal opportunity to submit a charter proposal that will meet this commitment. The handbook's purpose is to facilitate the application process and provide technical assistance to understand the key elements of legislation establishing charter schools, to provide answers to frequently asked questions about Arizona's charter schools as public schools, to provide information about important contacts, and to help save time in identifying resources from the Arizona Department of Education and other agencies. Sections deal with charter-school contracts, operations, resources to be ordered, and establishment of a small business. The handbook, however, is not intended to be an exhaustive discussion of these requirements. (DFR)

ED 455 563 EA 031 084

Hill, Paul; Lake, Robin; Celio, Mary Beth; Campbell, Christine; Herdman, Paul; Bulkley, Katrina
A Study of Charter School Accountability: National Charter School Accountability Study.
PUB DATE- 01
NOTE- 414p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; *Charter Schools; Compliance (Legal); Educational Change; Elementary Secondary Education; *Financial Needs; Financial Support; *Governance; Government Publications; *Government School Relationship; Performance Factors; Public Schools
IDENTIFIERS- Department of Education

The most important burden of charter schools is the need to demonstrate that the instruction they provide actually benefits students. They can hire their own teachers, make their own tradeoffs between spending on administration and teaching, locate anywhere in the community, and let parents know in advance what a child must do to succeed in the school. Therefore, charter schools are exempt from many rules, and instead are required to demonstrate student learning. Unlike to say whether these efforts will result in an increase in student achievement scores. (RT)

ED 455 582 EA 031 139

Odden, Allan; Archibald, Sarah; Tychsen, Anita
Hollister Elementary School: A Case Study of Resource Reallocation.
SPONS AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Educational Research, Madison. National Center for Effective Schools.
PUB DATE- 99
NOTE- 30p.; A version of this paper was prepared for the American Education Finance Association Research Conference (Seattle, WA, March 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Finance; Elementary Education; *Resource Allocation; School Accounting; School Based Management; *School Funds; School Support

Hollister Elementary School was one of several schools in its district to adopt a reform agenda initiated by the new district superintendent in 1995. This report tells the story of the school's adoption, implementation, and funding of the Success for All reading and Math Wings programs. The salient point is that the staff at the school managed to implement one of the most expensive comprehensive school designs with very little additional funding on top of already limited funding. Reform was accomplished because the superintendent set and supported the school on a course for change. He made it clear that to receive Title I funds, schools had to choose a research-based school design that specifically addressed the problems revealed in the needs assessment each school performed. He gave schools in need control over the majority of their school budget. At Hollister, the principal was able to reallocate some resources to the needs of the reform. Funds for former Title I positions allocated by the district plus additional Title I funding allowed payment for the majority of the Success for All and Math Wings programs. Initial student achievement results from both programs are promising. (RT)

ED 455 583 EA 031 140

Bryant, Miles; Son, Jong Ho
Proper Human Relationships: Korean Principals' Leadership Styles.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; *Cross Cultural Studies; *Cultural Awareness; *Cultural Differences; Cultural Exchange; Cultural Influences; Early Childhood Education; Elementary Secondary Education; Foreign Countries; *Leadership Styles
IDENTIFIERS- *South Korea

In an attempt to better understand the values that Korean educational administrators associate with leadership, researchers surveyed a random sample of 292 subjects in South

Communities.
PUB DATE- 01
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; *Educational Environment; *Educational Technology; *Effective Schools Research; *High Schools; School Organization

This book is designed to inform the educational community about the empirical foundations of productive high schools. Part 1 focuses on the core technology (learning and teaching), the organizational systems in which the core function are nested (the ecology of the institution), and the institutional linkages between the school and its environment. The opening section places the notion of the productive high school in historical context, especially in the light of shifting organizational aims and evolving theories of learning. Part 2 sketches out a portrait of a productive core technology while clarifying the factors responsible for effective classroom learning environments. Part 3 examines the empirical evidence linking organizational structures and routines with enhanced learning. The lone chapter in part 4 explores the theoretical underpinnings of the research on productive high schools. The conclusion reached is that if productive high schools are desired, then researchers, practitioners, policymakers, parents, and citizens must create institutions very different from most that inhabit our communities. They must strive to create models of learning-driven school communities that allow for and encourage excellence, and support and implement them. (RT)

ED 455 603 EA 031 180

Davis, Jerry L., Ed.; Nelson, Cathy S., Ed.; Gauger, Elizabeth S., Ed.
Safe and Effective Secondary Schools: The Boys Town Model. Preventing Violence, Building Respect, and Promoting Learning in the Classroom and Beyond.
PUB DATE- 00
NOTE- 150p.; Foreword by Denise B. Maybank.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Discipline; *Interpersonal Competence; *Prevention; Secondary Education; *Teacher Student Relationship; *Violence

This book presents useful information on types and levels of aggression, how conflicts escalate, early warning signs of violence, and characteristics of a safe school. Violence prevention techniques, many based on principles that form the foundation of the Boys Town Education Model, show educators and administrators how to calm an angry or aggressive youth; help students learn self-control strategies; proactively teach youth how to prevent problems; help kids when they make mistakes by teaching skills that address academic and behavior deficits; defuse and settle disputes when they occur; forge strong relationships with students by using praise, empathy, humor, and other positive approaches; make sure hallways, cafeterias, and grounds are as safe as classrooms by tuning in to students,

Bateman, David; Bateman, C. Fred
A Principal's Guide to Special Education.
PUB DATE- 01
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Disabilities; *Discipline Policy; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Inclusive Schools; *Principals; School Administration; Special Education Teachers; Student Placement; Teacher Evaluation; Teacher Selection

This book discusses special education for students with disabilities and the role of the principal in meeting the needs of students with disabilities. An introductory chapter lists strategies to assist principals in improving the working conditions of special education teachers, how a principal can be the chief advocate for the special education program, and how principals can enhance the inclusion of students with disabilities in general education classrooms. It also discusses how principals can improve the use of a building and make it accessible to all students and how principals can encourage the inclusion of students with disabilities in extracurricular activities. Following chapters address: (1) federal laws affecting special education, including the Individuals with Disabilities Education Act (IDEA); (2) the Individualized Education Program and the principal's role; (3) discipline of students with disabilities and requirements under IDEA; (4) evaluation of students with disabilities; (5) the history of inclusion, federal regulations governing inclusion, and the continuum of alternative placements; (6) classroom accommodations for elementary students with disabilities; (7) classroom accommodations for secondary students with disabilities; (8) due process in special education; and (9) selecting and evaluating special education staff. An appendix lists additional resources for each chapter. (CR)

ED 455 625 EC 308 496

Federal Outlook for Exceptional Children: Budget Considerations and CEC Recommendations, Fiscal Year 2002.
PUB DATE- 01
NOTE- 114p.; For earlier edition, see ED 435 151. Produced by the CEC Public Policy Unit.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Case Studies; *Disabilities; *Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; Financial Support; *Gifted; *Special Education
IDENTIFIERS- Amendments; *Council for Exceptional Children; *Individuals with Disabilities Educ Act Amend 1997

This report explains federal programs for children with exceptionalities and reviews federal financial support for special education and gifted programs. It analyzes Individuals with Disabilities Education Act (IDEA) programs with information on appropriations, authorizing provision, purpose, who receives funding, kinds of activities supported, recent funding history, and funding considerations. Programs covered child cope with friendships, family, and feelings of anxiety and perfectionism. Chapters 4 and 5 discuss the importance of discipline and of providing a haven for learning in and around your home. Chapters 6 through 9 focus on advocacy at school and describe how gifted children are identified, educational programs for gifted students, arranging conferences with the teacher, and searching out other educational options. Chapters 10 through 12 focus on community advocacy and address participating in parent organizations, taking your case to the school board and to the state, and taking care of yourself. (Contains 68 references.) (CR)

ED 455 644 EC 308 532

Sullivan, Marie E.
"The Room under the Steps": Creating a Sense of Community for Socially-Emotionally Disturbed Adolescents.
PUB DATE- 01
NOTE- 90p.; Master of Arts Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Action Research; *Cooperative Learning; *Emotional Disturbances; *Group Therapy; High Schools; *Interpersonal Competence; *Outcomes of Treatment; *Resource Room Programs; Social Development

This paper describes the outcomes of an action research project that implemented a program for increasing social-emotional functioning and improving academic achievement in 18 high school students with social and emotional disabilities. Analysis of probable cause data revealed that these students lacked a sense of affiliation to the high school community, which contributed to poor social-emotional functioning and academic failure. A review of literature resulted in the selection of three major interventions: creation of a nurturing community in a self-contained classroom; the implementation of cooperative learning to enhance social-emotional growth; and weekly therapy group sessions. Post intervention data indicated growth in appropriately working through social emotional issues. Comparison of the pre and post grade point averages was mixed. Although the academic achievement for freshman students was not significant, there were several factors that may have contributed to this. While there was not a dramatic increase in the grade point averages for the freshmen, for those same students the intervention in social emotional growth appeared to be extremely effective. Extensive appendices include a student point sheet and descriptions of therapy activities. (Contains 39 references.) (Author/CR)

ED 455 645 EC 308 533

Cook, Lynne H.; Boe, Erling E.
How Many Qualified Teachers Are Needed for Students with Disabilities?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 12p.; From the Series on Teacher Availability in Special Education, Volume 1. See ED 410 742 and ED 406 354 for related documents.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

provided. (Author)

ED 455 664   EC 308 629

Trohanis, Pascal L.
Progress in Providing Services to Young Children with Special Needs and Their Families: An Overview to and Update on Implementing the Individuals with Disabilities Education Act (IDEA). NECTAS Notes, Number 7. Revised.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 23p.; Originally published May 1995.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Coordination; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Legislation; *Federal Legislation; *Financial Support; National Surveys; Parent Participation; Preschool Education; *Public Policy; Special Education; Statistical Data
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997; Individuals with Disabilities Education Act Part B; Individuals with Disabilities Education Act Part C; Individuals with Disabilities Education Act Part H

This paper discusses three Federal programs related to the Individuals with Disabilities Education Act (IDEA): (1) Part H, the Program for Infants and Toddlers with Disabilities; (2) Section 619 of Part B, the Preschool Grants Program; and (3) under Part C, the Early Education Program for Children with Disabilities (EEPCD). An overview of each of the programs is provided, followed by an outline of major accomplishments to date. The paper concludes by stating that all states, including those in the Pacific and Atlantic Basins, and EEPCD projects are making progress to fulfill the goals of P.L. 99-457 and the current amendments to IDEA. In particular, states and jurisdictions are being encouraged to enhance child development, maximize inclusive practices, and support and collaborate with families and partners throughout the planning and provision of services. The paper includes references, data tables, and a list of additional publications available from the National Early Childhood Technical Assistance System (NECTAS). (SG)

ED 455 665   EC 308 630

Roberts, Richard N.; Akers, Adrienne L.; Behl, Diane
Opening Doors through State Interagency Coordinating Councils: A Guide for Families, Communities, and States.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Based Instruction (Disabilities); *Coordination; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; Family Involvement; Federal Legislation; Focus Groups; *Integrated

programs offers little federal cost savings but may improve efficiency. Overall, it would be possible for a single federal program to address all these needs so long as it had adequate flexibility. Several data-rich tables and figures are provided. (KFT)

ED 455 689   FL 026 824

Drese, Stacie
The New Face of Bilingual Education: Is It Worth the Battle? One School's Struggle.
PUB DATE- 01
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; English (Second Language); Language Minorities; Limited English Speaking; Reading Skills; Second Language Instruction; Second Language Learning; *State Legislation; Teacher Expectations of Students; Teacher Researchers
IDENTIFIERS- Proposition 227 (California 1998)

This study examines the changing role of bilingual education in a Title I elementary school in Northern California in the wake of the passage of Proposition 227. It is found that native language literacy is an important component in the academic success of English language learners and that reading in the native language does not detract form from learning to read in English but in fact supports the development of English reading skills. It was found that while it was difficult to establish an exact formula for success in bilingual education, several factors were found to contribute to such success including high expectations for language minority students, strong English language development programs, and program support at all levels. The author of this study, a teacher researcher, kept a daily journal of the effect the administrative decisions had on a day-to-day basis on instruction, daily practice, and student placement decisions. (Contains 16 references.) (KFT)

ED 455 690   FL 026 825

Jarrett, Denise
The Inclusive Classroom: Teaching Mathematics and Science to English-Language Learners. It's Just Good Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *English for Special Purposes; *English (Second Language); Language Minorities; Limited English Speaking; *Mathematics Instruction; *Science Instruction; Second Language Instruction; Second Language Learning; Teaching Methods; *Transfer of Training
IDENTIFIERS- *Content Area Teaching

This publication aims to help teachers to more effectively teach math and science to English language learners (ELLs). It argues that the learner's home language can play an important role in his or her science and math learning, whether or not the teacher speaks that language. When students are allowed to use their home language in the classroom, their academic performance improves, which can help them to build a solid

Sawyer, Pat, Ed.
Tennessee Adult ESOL Curriculum Resource Book.
PUB DATE- 01
NOTE- 361p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Class Activities; Classroom Techniques; *Curriculum Development; *English (Second Language); Instructional Materials; Learning Modules; Lesson Plans; *Literacy Education; Second Language Instruction; Second Language Learning; Teacher Education; Teaching Methods
IDENTIFIERS- Tennessee

This comprehensive curriculum resource guidebook is intended to help the adult education teacher of English to speakers of other languages. It is designed to help teachers reach across cultures and connect with individual English-as-a-Second-or-Other-Language students to better prepare them to become effective teachers. The guidebook begins with a detailed explanation of ESOL terms in "National Reporting System Levels for Adult ESOL Programs" and then provides practical advice and resource materials in chapters titled "Competencies," "English language/Civics Competencies," and "Workplace Competencies." Most of the remainder of the book is devoted to providing a myriad of detailed student learning plans geared specifically and individually to Learning Levels 1-6 and to multilevel learner groupings. Three concluding chapters include "Materials and Resources," "Student Portfolios," and "Information for New ESOL Teachers." (Contains 14 resources.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 455 713 FL 801 450

Second Language Literacy. ARIS Bibs.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Annotated Bibliographies; Class Activities; Curriculum Development; Elementary Secondary Education; English (Second Language); Foreign Countries; *Literacy Education; Second Language Instruction; *Second Language Learning; Student Evaluation
IDENTIFIERS- Australia

This annotated bibliography provides a summary of relevant and contemporary resources available in the ARIS Resource collection related to English-as-a-Second-Language (ESL) or second language literacy. The summaries have been broadly classified to enable readers to locate their immediate area of interest. "Background Readings on Second Language Literacy" is for those who would like to learn more about the similarities and differences between learning to read and write in a first and second language. "Teaching Approaches to ESL Literacy Instruction" lists resources that address the educational principles of varied teaching methodologies. The "ESL Literacy Criteria" section provides an up-to-date listing of relevant accredited curricula for second language literacy learners. "Practical Classroom resources for lower level literacy learners" provides a multitude of teaching ideas and activities for classroom practice. Relevant articles from the ARIS Journal

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Databases; *Degrees (Academic); Eligibility; Federal Programs; *Institutional Characteristics; National Surveys; *Postsecondary Education; Private Colleges; Public Colleges; Statistical Data; Student Financial Aid; Tables (Data); Universities
IDENTIFIERS- *Higher Education Act Title IV; *Integrated Postsecondary Education Data System

This report presents detailed tabulations for the 1998-1999 academic year that describe characteristics of the 9,653 postsecondary education institutions in the United States and outlying areas. These characteristics include tuition and required fees for undergraduate, graduate, and first-professional programs and room and board charges at institutions providing these accommodations. Data are from the Institutional Characteristics Survey, a component of the Integrated Postsecondary Education Data System (IPEDS) of the U.S. Department of Education's National Center for Education Statistics. The report also provides a comparison between 1993-1994 and 1998-1999 tuition, required fees, and room and board charges for the 50 states and the District of Columbia. For the 1998-1999 academic year, 9,485 institutions in the 50 states and the District of Columbia and 168 in the outlying areas fit the IPEDS definition. These institutions are classified as public or private not-for-profit or for-profit. Almost 4,600, or 48% of all IPEDS institutions, granted degrees, and 43% were Title IV participating and degree-granting in the 50 states, the District of Columbia, and the outlying areas. The report also contains a section describing the methodology used to develop the tables. Information on institutional characteristics, tuition and other charges, and Title IV participation are provided in a series of tables. (Contains 23 tables.) (SLD)

ED 455 734 HE 034 193

Student Support Funding : Allocations for Higher Education Institutions 2001-02 and Monitoring Return for 2000-01. Request.
PUB DATE- 01
NOTE- 43p.; For the previous report on student support funding, HEFCE-01/15, see ED 450 652.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; Delivery Systems; Educational Finance; Foreign Countries; *Higher Education; *Resource Allocation; *Student Financial Aid; Student Needs
IDENTIFIERS- *England; Monitoring

This publication supports publication HEFCE 10/15, "Student Support Funding for Higher Education Institutions 2001-02." It sets out the final allocations for Hardship/Bursary funding and administrative costs for 2001-2002 (Annex A). The document contains guidance noted for the completion of the Access and Hardship monitoring return for 2000-2001 and the Opportunity Bursaries interim return 2001-2002 (Annex B). The report also contains a sample 2000-2001 monitoring return (Annex C) and a discussion of the allocation method for Hardship/Bursary funding (Annex D). A total of 66,643,000 British pounds has been made available for Hardship/Bursary funding in 2001-2002.

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; Civil Rights; *College Students; *Court Litigation; Higher Education; Racial Discrimination; Reverse Discrimination; *Selective Admission
IDENTIFIERS- *Bakke v Regents of University of California; Powell (Lewis); *Racial Preference; Supreme Court

The assertion of the right of higher education institutions to use racial preferences in their admissions policies has been based on the diversity rationale that U.S. Supreme Court Justice Lewis F. Powell articulated in his opinion in the "Bakke v. Regents of the University of California" case of 1978. This report explores the legal and constitutional issues surrounding the diversity rationale in U.S. higher education, and the position taken by higher education accreditation agencies on the question. It reviews survey research of faculty and student opinion on affirmative action in higher education and empirical research testing the hypothesis that campus racial diversity is coordinated with beneficial educational outcomes. The paper argues that Justice Powell's diversity rationale must be rejected based on evidence from each of these areas of investigation. Part 1 shows that a majority of the U.S. Supreme Court did not reach agreement about the constitutional justification for racial preferences, and that "Bakke" should not be cited as a court precedent supporting the diversity rationale. Part 2 shows that accreditation agencies have never embraced the "Bakke" arguments. Part 3 uses existing survey data to show that faculty and students reject preferential higher education admissions policies, and Part 4 shows that the claim that campus racial diversity is correlated with positive educational outcomes has already been tested and rejected. Part 5 reviews the body of research and indicates why future research is unlikely to support the diversity rationale. Part 5 also shows how the Powell rationale has become closely linked with versions of multicultural education and racial identity politics that are antithetical to the traditional, liberal concept of education and the traditional understanding of civil rights. (Contains 2 figures, 5 tables, 125 footnotes, and 78 references.) (SLD)

ED 455 756   IR 020 712

Crawford, Margaret, Ed.; Simonson, Michael, Ed.
Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, Colorado, October 25-28, 2000). Volumes 1-2.
PUB DATE- 00
NOTE- 845p.; For individual papers, see IR 020 713-783. For the 22nd (2000) proceedings, see ED 444 595. Sponsored by the AECT Research and Theory Division. Volume 2 also edited by Maria Luisa Arias-Ferrero.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Computer Assisted Instruction; *Computer Mediated Communication; Computer Software Development; Computer System Design; Constructivism (Learning); Curriculum Development; Distance Education; Educational Development; Educational Research; *Educational Technology; Elementary Secondary Education; Faculty Development; Group Activities; Higher Education; Instructional Design; Instructional Development; Internet; Multimedia Materials; Teaching Methods
IDENTIFIERS- Technology Integration

Systems; Printing; Screen Design (Computers); Student
Attitudes; *Student Reaction; *World Wide Web
IDENTIFIERS- *Web Based Instruction

The use of Web-based and Web-enhanced instruction is growing rapidly. There is much information and discussion surrounding the layout of content on the screen and facilitating communication yet little information is available regarding the students' perception and use of online instruction. It is known that students print information available on the Web, but not why or how this affects their satisfaction with the course. This study was designed to identify factors that influence students to print course information delivered online, to ascertain if these printing activities are related to reducing barriers, and to determine if these printing activities influence students' satisfaction for learning via the Web. Implications for the design and development of Web-based instruction are discussed. The survey instrument is included at the end of this paper. (Contains 43 references.) (AEF)

ED 455 775 IR 020 731

Ming-fen, Li
Fostering Design Culture through Cultivating the User-Designers' Design Thinking and Systems Thinking.
PUB DATE- 00
NOTE- 12p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Design; *Design Preferences; Design Requirements; Designers; Educational Development; Educational Environment; Instructional Design; Learner Controlled Instruction; *Systems Approach; Users (Information)

The significance of design thinking and systems thinking for design has gained much recognition in recent years. In comparison to design thinking, scholarly discussion about systems thinking has a much longer history and includes more multiple and divergent perspectives. This paper reviews and critiques the essence of design thinking and systems thinking, and proposes a new approach for design, the design-within approach, to elaborate on the possibilities of fostering a design culture. Through design-within, learners could be engaged in envisioning learning, and in systemically designing their own learning. The design-within approach is an alternative approach that synthesizes the truly systemic spirit of systems thinking and the enlightening spirit of transformative design. Discussion includes the emergence of design thinking and its multiple perspectives; the link between design thinking and systems thinking; systems thinking and open educational systems design; the essence of Senge's systems thinking and its philosophical roots in both western and eastern culture; systems thinking as a language to be cultivated; comparison of Banathy's and Senge's systems thinking; and the design philosophy and roles of designers in the design-within approach. (Contains 25 references.) (AEF)

ED 455 776 IR 020 732

Lohr, Linda; Javeri, Manisha; Mahoney, Chris; Strongin, Dawn;

innovative, alternative approach to technology in teacher education in which introductory teaching methods are taught in a technology-rich learning environment. In addition, a multi-submission portfolio assessment plan for all Middle Childhood Education students was instituted to ensure that all students meet multiple national standards prior to graduation. This paper explores the process and the outcomes of this partnership. Current and future plans for the partnership are provided. In addition, the authors provide their personal perceptions of why this partnership worked, and why it continues to grow. Finally, recommendations for establishing partnerships between instructional technology units and initial certification units are provided. (Contains 30 references.) (AEF)

ED 455 795   IR 020 751

Solomon, David L.
Toward a Post-Modern Agenda in Instructional Technology.
PUB DATE- 00
NOTE- 15p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Education; Educational Development; Educational Research; *Educational Technology; Educational Theories; Instructional Development; *Postmodernism; Research and Development

Traditional views in instructional technology are often based upon the application of scientific knowledge. An alternative paradigm, post-modernism questions whether science alone offers the best approach to teaching and learning. Post-modernism offers alternative perspectives on the theory and practice of instructional technology; however, its potential contributions to the field require clarification. There are two major impediments to building a post-modern agenda in instructional technology. First, a widely accepted definition does not exist. Second, the implications for theory construction are unclear (perhaps as a consequence of poor definition). The purpose of this paper is to construct an integrative and cogent definition of post-modernism that will initiate dialogue among professionals in the field. Part One of this paper addresses several issues that are impacting the definition of post-modernism. Part Two presents general assumptions about post-modernism and constructs a definition of post-modernism that will promote communication within the field. Part Three explores the potential contributions of post-modern concepts in instructional technology. (Contains 80 references.) (AEF)

ED 455 796   IR 020 752

Voithofer, Rick
What Cultural Studies Can Teach Us about Educational Technology Research: Theory into Practice.
PUB DATE- 00
NOTE- 11p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology

Disabled); *Blindness; Disabilities; *Distance Education; Educational Needs; Graduate Study; Higher Education; Masters Degrees; *Masters Programs; Special Needs Students; *Teacher Education; Training; *Visual Impairments

While students who are blind and visually impaired represent less than one-half of one percent of the school age population, they are a group of students with multiple and often complex educational needs. One of these needs is for a specialized teacher trained in the methodologies of blindness and the adaptations necessary to facilitate access to the general education curriculum. This paper describes a three-year grant project at the University of Northern Colorado to design and deliver a graduate master's degree program in blindness and visual impairment to the 14-state region of the Western Interstate Commission on Higher Education (WICHE). The project, funded by the U.S. Department of Education, began in January 1998, and currently offers courses to 78 students working to complete 17 to 62 semester hours of coursework (depending on previous training and experience). Additional funds have been contributed by private and state sources. Students are geographically distributed across 18 states, over half of them in states without personnel or preparation programs in blindness and visual impairment. Fourteen courses have been converted for distance delivery as part of the project. In the fall of 2000, eight courses were delivered with a total of 86 students registered. A particular challenge of this project has been to provide a quality graduate education experience for practicing educators who cannot leave the special needs populations that they currently serve to re-tool for this area of specialization. Discussion includes the project description, design and development issues, the delivery systems and media used, lessons learned, and future directions. (AEF)

ED 455 814   IR 020 770

Williams, Vicki S.; Williams, Barry O.
Facilitating Higher Order Thinking: New Teacher's Dilemma.
PUB DATE- 00
NOTE- 7p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712. Figures contain very small images and illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Critical Thinking; Elementary Education; Higher Education; Instructional Design; Instructional Development; Internet; *Preservice Teacher Education; Problem Solving; Thinking Skills; *World Wide Web

International interest in the use of the Internet and the World Wide Web in learning environments has become the major area of focus for many educators and instructional designers. While few dispute the value of hypermedia in instruction and training, the design, development, and implementation of Web-based learning has not been researched in any exhaustive way. This paper examines the experiences of one design and development team attempting to encourage critical thinking skills among a group of pre-service teacher education students. One of the basic components of the course, Higher Order Thinking for Educators, a course required of all students majoring in in developing countries. This study was commissioned by the Overseas Development Administration (subsequently re-named Department for International Development) in January 1996, as a follow-up to the 1994 pilot project of the African Journals Distribution Program. Each year for a period of 3 years (1996 to 1998), data were collected on the use made of African-published journals in 2 universities in Africa, the University of Ghana (UGL) and the University of Zambia (UNZA). The aims of the survey were to: discover what use is made of African-published journals; evaluate their impact on research; and compare the use made of African-published journals with those published elsewhere. Data were collected by interview/questionnaire with the academic staff in two faculties/schools in each university; an analysis of journals cited in projects, theses and academic staff publications from the same faculties/schools; and a count of journals used in the university libraries. The findings presented in tables in this report are the mean average of the findings of each of the 3 years. In some cases, data were only collected for 1 or 2 of the years and, where appropriate, this is indicated. Findings for UGL and UNZA are given separately. In general, there was no significant difference between the yearly results. The study reveals that, although useful and wanted, African-published journals will not attain their full impact on teaching and research in African universities unless they become more easily accessible and more readily available. Recommendations are given, all in the context of maximizing journal use in African universities and, in particular, the use of journals published in Africa. Data collection instruments are appended. (Contains 13 references.) (AEF)

ED 455 833   IR 020 856

North Dakota State Education Technology Plan, 1998-1999.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Computers; Access to Education; *Computer Uses in Education; Curriculum Development; Educational Administration; *Educational Planning; *Educational Technology; Elementary Secondary Education; Professional Development; *State Action; Technology Planning
IDENTIFIERS- *North Dakota

Enhanced student learning is the primary objective of integrating technology into classrooms. In order to realize this objective, several critical success factors must be addressed: Access to Technology, Administrative Services, Professional Development, and Curriculum Integration. In this Technology Plan, recommendations are made for action at the state and local levels, for each of the four critical success factors. Equity, hardware and software acquisition, connectivity, technical and instructional support, and funding are specifically addressed under the first factor, Access to Technology. For Administrative Services, recommendations are given for electronic sharing of data, management of human and financial resources, student information systems, and community information systems. (AEF)

ED 455 834   IR 020 857

50 Years of Enhancing Learning with Technology, 1948-1998.
PUB DATE- 98

Library Variables: Factor Analysis, Contribution of Library Resources and Activities to TAAS Performance, Graphic Analysis: The Relationship between TAAS Performance and Library and School Variables, and Library Programs in Schools with High and Low TAAS Performance); and (5) Student Performance in Schools without Librarians (Student Performance on TAAS and Demographic Analysis). The questionnaire is appended. (AEF)

ED 455 851 IR 058 189

Ogden, Sherelyn
The Storage of Art on Paper: A Basic Guide for Institutions. Occasional Paper No. 210.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Archives; *Art; Guidelines; Information Management; Information Storage; Library Collections; Library Materials; Library Planning; *Library Technical Processes; *Preservation

All institutions face the deterioration of works of art on paper. This latest volume in the Occasional Papers series is a practical guide for professionals needing to store and preserve works of art on paper. The author--Head of Conservation at the Minnesota Historical Society who has 28 years' experience as a practicing conservator, consultant, and teacher--makes the case that preventative care is a realistic goal and is easily accomplished and relatively inexpensive. She details the considerations of choosing proper storage locations and enclosures, and notes that following these guidelines is a practical, cost-effective way to contribute to the preservation of works of art on paper. Highlights of the discussion include: selecting storage locations; selecting storage enclosures; standard-sized enclosures; types of enclosures; selecting storage furniture; types of storage furniture; oversized storage; and routine handling. (Contains 25 references.) (AEF)

ED 455 852 JC 000 673

Kangas, Jon Alan; Budros, Kathleen
Strategic Planning Trends, 2000.
PUB DATE- 00
NOTE- 37p.; Published weekly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; *Educational Environment; Educational Trends; *Environmental Scanning; Futures (of Society); *Social Change; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *California; *San Jose Evergreen Community College District CA

These weekly digests for the year 2000 were published by the San Jose/Evergreen Community College District (SJECCD) (California). They feature studies, reports, and news articles on issues ranging from workforce preparation and enrollment projection to teacher shortages in California and Bay Area Council Poll Results. These issues highlight: (1) the workforce gap in Silicon Valley; (2) the long-range forecast for enrollment and weekly student contact hours (WSCH) for the district; (3) careers for 2000; (4) the tightening of high school requirements for California State University; (5) Hispanic and Asian students; (6) community college trends; (7) service learning in community colleges; (8) the income gap; (9)

considerations in the light of that separability; and (3) the decentering of the practitioner's sense of identity at one of these stages, but not in both of them. (Contains 34 references.) (MN)

ED 455 373 CE 081 983

Hager, Paul
International Mutual Recognition: Progress and Prospects. Working Paper.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Career Change; Case Studies; *Competence; Credentials; Definitions; Educational Certificates; Educational Policy; Educational Practices; Educational Trends; Employment Experience; Employment Opportunities; Employment Practices; *Employment Qualifications; Federal Regulation; Foreign Countries; Foreign Workers; *International Cooperation; International Programs; Labor Market; Labor Turnover; Lawyers; Models; National Standards; Nurses; *Occupational Mobility; Overseas Employment; Policy Formation; *Professional Occupations; Promotion (Occupational); Recognition (Achievement); State of the Art Reviews; State Regulation; *Student Certification; Student Evaluation; Transfer of Australia; European Union; *Mutual Recognition Agreements; Regulatory Agencies
IDENTIFIERS- Australia; European Union; *Mutual Recognition Agreements; Regulatory Agencies

Increasing the mobility of service providers, including professionals, via mutual recognition (of regulatory systems) agreements (MRAs) has become a significant issue worldwide. Despite increasing interest in MRAs, it may be argued that MRAs are but one of a larger range of major developments that have fueled current interest in occupational competence descriptors and professional practice. Other important developments are as follows: rapid and accelerating change; public dissatisfaction with the professions; the limited understanding of the nature of professional practice; the emergence of a knowledge society; globalization leading to a corporate model of service provision; and moves to alternative and flexible modes of service delivery. The claim that mutual recognition is but one issue among these major developments may be illustrated by the examples of the following accreditation schemes: (1) the Law Society of New South Wales Specialist Accreditation Scheme; (2) the regulatory model recently developed in the United States by the National Council of State Boards of Nursing; (3) the competence-based assessment strategy developed by the Dietitians Association of Australia; and (4) various practices being used to assess competence in 17 Australian professions. These examples demonstrate that the role of professional competence standards in MRAs and in professionals' mobility is far from clear. (Contains 25 references.) (MN)

ED 455 374 CE 081 984

Schwager, Mahna T.
Building Foundations for Academic Success in School-to-Career Systems.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American

Education

The Internet offers trade and industrial (T&I) educators a wealth of readily available information for use as teaching aids, supplemental materials, and laboratory resources. These materials provide many distinct benefits; however, there are also several issues that must be addressed when using the Internet as an adjunct in teaching. These benefits and issues must be weighed when deciding whether to use Internet resources in T&I classrooms and laboratories. Above all, using the Internet in T&I programs helps students develop computer and related technical skills. T&I students may use the Internet in many ways; for example, students can conduct research on historical aspects of their discipline, find vendor sites, or explore employment opportunities. The Internet can also be used for integration activities with academic disciplines. Students will need access to some type of Internet service provider. Security-related issues include ensuring that students do not gain access to individual student, school, or district information and ensuring that students do not access sites containing inappropriate materials. T&I teachers must address these same security issues when deciding whether to use course software to place portions of a class on the Internet. T&I teachers must also realize that using course software creates a time constraint. (MN)

ED 455 391   CE 082 012

Kirstein, Kurt D.
Adult Basic Education and Self-Esteem: Practical Strategies for Addressing Self-Esteem Problems among Basic Skills Students.
PUB DATE- 01
NOTE- 90p.; Graduate Project, Seattle University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Students; Attitude Change; Beginning Teachers; *Classroom Techniques; Community Colleges; *Dropout Prevention; Dropout Research; Educational Environment; Educational Strategies; Guidelines; Internet; Literature Reviews; Questionnaires; School Holding Power; *Self Esteem; State Surveys; Student Attitudes; Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship; Teacher Surveys
IDENTIFIERS- *Washington

The strategies used by practicing adult basic education (ABE) teachers to retain students with poor self-esteem were examined through an Internet survey that was sent to 115 ABE instructors at community colleges in Washington. The survey, which contained questions about the prevalence of poor self-esteem among ABE dropouts, specific behaviors indicating poor self-esteem, useful strategies for retraining learners, and strategies to avoid, elicited 23 usable responses (response rate, 20%). The 51 effective strategies offered were clustered into the following general strategies: (1) create a positive classroom environment; (2) encourage your ABE learners; (3) know your learners; (4) encourage interaction with other learners; (5) structure learning to be supportive and flexible; and (6) help your learners acknowledge success. The following were among the specific strategies offered: try to promote a relaxed atmosphere; use humor where possible and appropriate; congratulate students for deciding to return to school; encourage patience; respect students and never patronize them; and conduct ice breaker activities to help new students get to are included.) (MN)

ED 455 407 CE 082 044

Kilpatrick, Sue; Allen, Kim
Factors Influencing Demand for Vocational Education and Training Courses. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Work Relationship; Educational Benefits; *Educational Demand; Educational Environment; Educational Finance; Educational Research; Employer Attitudes; Employment Qualifications; *Enrollment Influences; Family Influence; Foreign Countries; Indigenous Populations; Industry; Job Skills; Job Training; Labor Market; Literacy Education; Literature Reviews; National Surveys; *Participant Characteristics; Postsecondary Education; Program Costs; Research Needs; Rural Areas; *School Business Relationship; Secondary Education; Skill Development; Student Educational Objectives; Student Motivation; Trend Analysis; Urban Areas; *Vocational Education; Work Environment
IDENTIFIERS- *Australia; Learning Society; Return on Investment

The factors influencing demand for vocational education and training (VET) courses in Australia by individuals, enterprises, industries, communities, and regions were examined through a review of Australian and selected international research. The following were among the key findings: (1) current definitions of "industry" may not be effectively identifying training needs; (2) motivations for participating in VET can stem from the labor market and/or from social or personal development concerns; (3) benefits from training have been understated; and (4) the public system continues to meet most demand for VET. It was concluded that achieving high levels of skills formation requires the following items: commitment from government and a large majority of enterprises; widespread public support; accountability to ensure an adequate quantity and quality of training; opportunities for all to participate; incentives for young people and workers to train; and flexible training methods. The following were among the areas identified as requiring further research: the impact of the price of VET on demand by various client groups; the desirable balance between general and job- specific education and training; and the most effective ways for meeting the increasing demand for literacy and numeracy training for individuals not currently accessing training. (Contains 117 references.) (MN)

ED 455 408 CE 082 045

Kearns, Peter
Generic Skills for the New Economy. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 01
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)

on how to contact; programs participating; and objectives. Section 3 provides overviews of Adult Literacy Coalitions (Auburn Career Center/Lake Geauga CARES; Ashtabula County JVS/Ashtabula County Literacy Coalition; Clark County Literacy Coalition; Cleveland Reads; Literacy Coalition of Delaware County; Literacy Network of Greater Cincinnati; Maplewood Career Center/Portage County Literacy Coalition; Medina County District Library/Medina County Literacy Coalition; Ohio Literacy Network; Sinclair Community College/Project READ; and Union County Commissioners/Literacy United). Overviews are provided for Evaluation Design Project, For the Common Good, and State ABLE Directors' Meetings. Directors' Meeting agendas are attached. (YLB)

ED 455 425   CE 082 084

Wever, Kirsten S., Ed.
Labor, Business, and Change in Germany and the United States.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, DC.
PUB DATE- 01
NOTE- 180p.; Also funded by the German-American Academic Council Foundation and the Center for European Studies, Harvard University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Change; Collective Bargaining; Comparative Analysis; *Cross Cultural Studies; Developed Nations; Economic Factors; *Economic Impact; Economics; Education Work Relationship; Employer Employee Relationship; Employment Opportunities; Employment Patterns; Federal Government; Foreign Countries; Government Role; Income; *International Communication; International Studies; Labor Problems; *Labor Relations; *Management Development; Organizational Change; Participative Decision Making; Privatization; Public Policy; Salary Wage Differentials; Skill Development; State Government; Telecommunications; Underemployment; Unemployment; Unions
IDENTIFIERS- Deregulation; *Germany; Just in Time Systems; *United States

This book explores how two nations with widely divergent political economies, Germany and the United States (U.S.), embraced change in four contemporary settings. "Mutual Learning with Trade-Offs" (Kirsten Wever) discusses mutual learning and the distinguishing characteristics of the political economies of Germany and the U.S. "Deregulation and Restructuring in Telecommunications Services in the U.S. and Germany" (Rosemary Batt, Owen Darbishire) emphasizes the interplay between organizational and institutional change and labor-management relations. "Institutional Effects on Skill Creation and Management Development in the U.S. and Germany" (David Finegold, Brent Keltner) illustrates how the strengths of each country are mirrored in the weaknesses of the other. "National Institutional Frameworks and Innovative Industrial Organization" (Steven Casper) compares two efforts at mutual learning and innovation in the area of supplier relations and shows how cumbersome institutional change can be in Germany and how the U.S. affords its private sector greater latitude to adopt new systems. "Perils of the High and Low Roads" (Lowell Turner et al.) examines contemporary employment relations . It describes Germany's struggle with taking the "high road," including high wages, high-level skills, and high labor-value

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Employment Programs; Employment Services; *Management Systems; One Parent Family; Program Costs; *Program Design; Program Effectiveness; *Program Evaluation; Program Implementation; Sanctions; Unskilled Workers; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Case Management; Ohio (Columbus); Temporary Assistance for Needy Families; *Welfare to Work Programs

A random assignment study evaluated two welfare program case management approaches, traditional and integrated, and was conducted as part of the National Evaluation of Welfare-to-Work (WTW) Strategies, an evaluation of 11 welfare-to-work programs in 7 sites nationwide. More that 7,000 single parent welfare applicants and recipients deemed mandatory for Columbus, Ohio, WTW programs were randomly assigned to a control group or one of two programs that differed only in their case management approach during 1992-94. Some key findings were as follows: (1) integrated case managers provided more personalized attention and more closely monitored participation program activities; (2) the integrated program engaged more people in WTW activities than the traditional program; (3) sanctioning rates in the programs were similar and very high, with the rate of "initiating" sanctions higher in the traditional program; (4) the integrated program had higher two-year costs for employment-related services; (5) both programs increased recipient's earnings by 10 percent over the control group's; (6) the integrated program reduced payments more than the traditional; (7) both programs reduced welfare receipts and payments, with the integrated program reducing them more; (8) neither program increased recipients' average combined monthly incomes from earnings, cash assistance, and food stamps. (Appendixes include supplemental tables and 22 references.) (CLM)

ED 455 443 CE 082 124

Bonilla, Carlos A., Ed.; Righetti, Candace S., Ed.
Hot Bodies 400 Corporation: A Simple Guide for Small Business Startups and Teamwork: Problems and Solutions Workbook. For What You Wear...or Wear Not! An ICA Publication in Business and Behavioral Science.
PUB DATE- 01
NOTE- 149p.; Workbook written by Bennie Brasington and Carlos A. Bonilla. Workbook is dated October 2000. Color photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Clothing Design; *Cooperative Learning; Course Objectives; Curriculum Development; Entrepreneurship; *Group Dynamics; Higher Education; Learning Strategies; *Problem Based Learning; Student Projects; Teaching Methods; *Teamwork

Many cooperative learning programs are merely exhibitions of the willingness to work with others. They apply teams of people to do work that could be accomplished just as well by individuals. Successful programs focus on collaborative learning that fosters working together to solve problems beyond the capacity of any individual. A cooperative learning project from a senior level course in human development required the class be randomly divided into eight teams (research and development, therapy. It concludes with a discussion of the practical, ethical, and legal issues of e-therapy services with the consumer in mind. (Contains 35 references.) (JDM)

ED 455 459   CG 030 965

From Privileges to Rights: People Labeled with Psychiatric Disabilities Speak for Themselves.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adults; *Attitudes toward Disabilities; *Civil Liberties; Correctional Institutions; Hearings; *Mental Disorders; Mental Health; Outcomes of Treatment; Psychiatric Hospitals; Psychiatric Services; Public Policy

This report is based upon testimony submitted by mental health professionals; lawyers; advocates; people with psychiatric disabilities and their families at the National Council of Disability (NCD) hearing about the problems of those with psychiatric disabilities. Many reported of routine use and overuse of psychiatric drugs, often administered against a person's will. Such testimony pointed to the fact that people with psychiatric disabilities are systematically and routinely deprived of their rights and treated as less than full citizens or full human beings. Based on the testimony, the NCD concluded that the manner in which American society treats people with psychiatric problems constitutes a national emergency. Their recommendations all follow the same principle that people with psychiatric disabilities are first of all citizens who have the right to expect that they will be treated according to the principles of law that apply to all other citizens. Recommendations address the topics of forced drugging; individual rights; appropriate alternatives to care; availability of rehabilitation programs; and placement out of correctional institutions for juvenile offenders. Included are a glossary of terms and one appendix. (JDM)

ED 455 460   CG 031 052

Roeck, Glen P.
Improving Organizational/Study Skills in High School Students.
PUB DATE- 01
NOTE- 52p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Geography; *High Risk Students; High School Freshmen; High Schools; Learning Strategies; Notetaking; Planning; Remedial Instruction; Special Needs Students; *Study Skills; Suburban Schools
IDENTIFIERS- United States (Midwest)

A program was designed to improve the organizational and study skills of high school freshmen attending a remedial world geography class in a suburban area surrounding a large midwestern city. The target population included special education students, students identified as at-risk, and others who had poor placement test scores. Data analysis revealed that many of these students demonstrated significant deficiencies in organizational and study skills. A review of solution strategies suggested that organizational and study skills

(JDM)

ED 455 482 CG 031 082

Moore, Kristin Anderson, Comp.; Manlove, Jennifer, Comp.; Terry-Humen, Elizabeth, Comp.; Williams, Stephanie, Comp.; Papillo, Angela Romano, Comp.; Scarpa, Juliet, Comp.
Facts at a Glance.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Birth Rate; Blacks; Comparative Analysis; Contraception; *Early Parenthood; Family Planning; High School Students; Hispanic Americans; Prevention; Secondary Education; Sexuality; *Trend Analysis; Unwed Mothers; Whites
IDENTIFIERS- National Center for Health Statistics

This publication reports trends in teen childbearing in the Nation, in each state, and in large cities using data from the 2000 National Center for Health Statistics (NCHS). Rates of teenage childbearing steadily declined during the 1990s, reaching a record low in 2000. Rates declined for both younger and older teens and for blacks, whites, and Hispanics in all states and in the District of Columbia. Declines in teen birth rates are not due to an increase in abortions but rather resulted from a lower proportion of teens having sex and a greater use of contraception. NCHS data showed that the teen marital birth rate declined by 26% between 1990 and 1999. International Teen Birth Rate data point to the fact that the United States has the highest teen pregnancy rates among developed countries with pregnancy information available. Tables 1, 2, and 3 list statistics for each state for number of births; age of mother; births to whites, blacks, and Hispanics; and existence of coordinated pregnancy prevention policy in public schools. (JDM)

ED 455 483 CG 031 091

Strengthening Families: What Communities Can Do To Support Families with Addictions. Action Kit, Fall 2000.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Abuse; Community Programs; Cooperation; *Drug Addiction; *Intervention; *Parent Child Relationship; Program Development; *Substance Abuse

Although substance abuse affects the family, the children of substance abusers suffer the most. When parents are unable to care for their children because of their untreated addiction, the children are at risk for social and health problems that include alcohol and drug use, delinquency, depression, and poor school performance. One approach to supporting families with substance abuse problems involves fostering and establishing collaborative relationships with agencies responsible for child welfare, social services, prevention programs, and mental health organizations. This action kit provides resources and action steps that can be taken to start or further efforts to

PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; Metacognition; Prior Learning; Reading Achievement; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Story Grammar; Vocabulary Development
IDENTIFIERS- *Reading Fluency

This report describes a program implemented to improve reading comprehension in the content areas. The targeted population will consist of students in grades two, three, four, and five, in five midwestern schools, four public and one private. The problem of poor comprehension will be documented through test scores, parent and student surveys, and teacher anecdotal records. After initial review of the literature and analysis of the site, probable causes for poor comprehension were related to the lack of reading strategies, poor background knowledge, inadequate vocabulary development, and not enough general practice in reading. A review of solution strategies suggested by current research and by educational leaders, combined with an analysis of the problem setting, resulted in the selection of five major categories of intervention: activation of prior knowledge, acquisition of vocabulary, development of reading strategies, organization of story elements, and improvement of reading fluency. Based on results from tests, surveys, and anecdotal records, the following positive changes were noted. There was considerable improvement in students' reading comprehension skills. Additionally, meta-cognitive activities resulted in greater student involvement in, and responsibility for, their own learning. The data suggest that because of the intervention, students now have the knowledge and tools to comprehend reading material across the curriculum. The paper contains 56 references and 15 figures of data. Appendixes contain survey instruments, pretests, sample story maps, and a sample choral reading. (Author/RS)

ED 455 505   CS 014 448

Machet, M. P.
Young People's Reading Interests in South Africa.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Developing Nations; Elementary Secondary Education; Foreign Countries; Pilot Projects; Questionnaires; *Reading Attitudes; *Reading Habits; *Reading Interests; Student Surveys
IDENTIFIERS- *South Africa

The Children's Literature Research Unit at the University of South Africa, Pretoria, implemented a research project examining what young people were reading at the end of the 20th century, similar to a research project which had been carried out at Roehampton Institute in London (1996). The research began with a pilot project. Its goals were to: understand the relationship between reading of and attitudes toward a range of topical social issues; examine ways in which children and young adults encounter reading and choose what to read; provide information about reading habits and information use in the context of different ages, gender, class, ethnic background, geographical location and educational phases. The project's final goal was to discern between conventional forms of reading (printed matter) and new developments in the presentation of faculty do not question the "givens" of their discipline; WAC forces a "contact zone" between "nominal communities" of academe and learning communities of WAC; WAC subverts "communities" based on privilege, rank, and the dominant discourse; and WAC in its 25 years of WAC theory, research, and practice has spawned a number of learning communities. (NKA)

ED 455 523   CS 217 642

Stone, Robin
Teaching Creativity Creatively: An Idea Journal.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Teaching; *Creativity; Elementary Secondary Education; *Journal Writing; *Writing Assignments; *Writing Instruction; Writing Teachers
IDENTIFIERS- *Idea Generation; *Writing Motivation

Writing classes ought to be among the most creative environments imaginable, but sadly, some writing teachers seem to think that their own writing ability, in proximity, is enough to get students started. A good writing teacher must be a constant student of creativity, always searching for new ways to teach, new inspirations, new forms of assignments, and always, encouraging the individual within the student. One recommendation is for the teacher to plan ahead and keep an idea journal or portfolio for those days when he or she did not sleep well or when "life is too crazy for rational thought." A few ideas that a teacher might consider adding to an idea journal are: the teacher provides the subject matter for student journals; students write about their daily routine in the third-person; teachers give students the opportunity to research and then write a short biographical piece on someone they admire ("hero-writing"); teachers ask students to research a subject, one that will produce statistics, and then write a 2-3 page paper on that topic; teachers can tie writing assignments in with the other subjects the students are studying; and teachers should take a writing class themselves from time to time. The important thing is to remember how satisfying writing is, how broadening, enlightening, inventive, and joyous it should be. (NKA)

ED 455 524   CS 217 643

Cook, Pamela J.; Green, Roxanne M.; Meyer, Tammy S.; Saey, Laura A.
Increasing Motivation To Write by Enhancing Self-Perception, Utilizing Collaboration, Modeling and Relevance.
PUB DATE- 01
NOTE- 114p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; High Schools; *Instructional Effectiveness; Learning Disabilities; Primary Education; Self Concept; Student Attitudes; *Student Motivation; *Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- Collaborative Writing; Graphic Organizers

This report describes a program for increasing motivation in

IDENTIFIERS- Interactive Communication; *Southern Arkansas University; Technology Integration; Web Sites

Recent innovations involving audio and video on the Internet allow for more creativity and flexibility in the broadcast education classroom. Despite the fact that Southern Arkansas University (SAU) has a modest budget allocated for its broadcast journalism program, significant interactive changes have taken place. At the outset of the fall 1999 semester, with the help of those majors possessing extensive computer backgrounds, separate Internet sites were created for audio and video Webcasts of student-produced radio and television programs. The requisite formatting and editing skills involving Webcast technology were learned by teacher and students together--students now have easy access to view, listen, and critique their assignments, and recruiting efforts are assisted, as high school seniors or prospective transfers can witness what the SAU broadcast journalism degree program has to offer. Incoming students have indicated that the Webcasts were indeed a factor in deciding to attend SAU. (Copies of radio and television program Internet sites and sample scripts from various spring 2000 editions of "SAU Magazine," and a student-produced radio program comprise the majority of this document.) (NKA)

ED 455 543 CS 510 570

Reppert, James E.
Evolution of an Academic Course Syllabus: Instructor Modifications and Student Feedback.
PUB DATE- 00
NOTE- 59p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Jamestown, KY, September 15-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Descriptions; Feedback; Higher Education; *Mass Media; *Speech Communication; *World Wide Web
IDENTIFIERS- Interactive Communication; *Interactive Systems; Southern Arkansas University; *Web Based Instruction

The Internet has served to change, in a fundamental way, one educator's methods of instruction at Southern Arkansas University (SAU). Earlier this year, SAU became the third institution in the country to implement an interactive course syllabus system developed by George Washington University. Called "Prometheus," it allows instructors to develop Web-based materials for student use--through passwords and ID numbers, students log in to peruse course outlines, projects, and grades, while instructors initiate messages, discussions, and chat sessions. As the first SAU faculty member to use Prometheus (Speech 1113/Principles of Speech, First Summer Session 2000), the author/educator found it to be an outstanding instructional aid. This collection of documents contains a list of his current interactive courses, with numbers of students and "hits" in each. The collection also includes fall 2000 syllabi of principles of speech, radio production, broadcast performance, and introduction to mass communication courses. It is noted that Prometheus allows the instructor to make the syllabi longer and more richly textured, and that, for this particular educator, instructional techniques will never again be the same. (Print versions of the author's syllabi and other course materials developed on conventional schools, however, charter schools can lose their public funding and be forced to close if they cannot demonstrate that their students are indeed learning. The question becomes whether performance can replace compliance as a mechanism of accountability to government? Does dependence on parents and teachers force charter schools to ignore their responsibilities to the public? This report studies individual charter schools and their authorizers with differing legal provisions in six states: Arizona, California, Colorado, Georgia, Massachusetts, and Michigan. It asks how the schools' relationships with authorizers affect their day-to-day operations, and how they develop relationships of trust and confidence. Major findings regarding internal accountability are discussed. The appendix covers survey data and analysis methods. (DFR)

ED 455 564 EA 031 087

Peca, Kathy
Critical Educational Administration: Research, Theory, and
  Practice.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Change; *Administrator Education;
  *Critical Theory; Elementary Secondary Education; Social
  Influences

Critical theory methodology is used in this paper to explore the notion that the daily practice of school personnel embodies prevailing societal ideology. This ideology can be oppressive and restraining, and it is self-maintaining in that school personnel pass it on to their students, who then carry it with them into society. Ideological influences can be exposed through objective and subjective (empirical and case study) methodologies, allowing school personnel to change their awareness of the power bases in schools through the process of reflection and thus emancipate themselves from them. Educators have a unique role in such critique because they not only can change themselves but also can influence change in students and, thereby, influence such change in society. Critical educational administration theory provides a means whereby school leaders can understand and ultimately disentangle themselves from the various forces that impinge upon educational practice. Because of the inherent rationality of people, administrators and members of the school community would move toward being less restrained by the bonds of externally and internally imposed ideology. Under the critical perspective, the task of the school administrator in the school community is to establish a climate whereby reflection, critique, and open dialogue are possible. Contains 56 references. (RT)

ED 455 565 EA 031 092

Pol, Milan; Rabusicova, Milada
Participation of Teachers in the School Management: A Reality in
  Current Czech Schools?
PUB DATE- 97
NOTE- 11p.; Paper presented at the Meeting of the European
  Network for Improving Research and Development in Education
  Management (Orebro, Sweden, September 18-21, 1997). Partly

Korea in the spring of 2000. Using several well-tested instruments, the researchers were able to report findings of relevance to scholars interested in cultural influences on perceptions of leadership. Data revealed a strong adherence to Confucian values. The analysis of data obtained using a Western-oriented leadership-style instrument proved more problematic as the instrument failed to discriminate well in this population of educational leaders. In Korea, proper human relationships meant sustaining social structures that govern relationships of superiors and subordinates. The school principals perceived traditional social structures as very important in how they perceived their role as formal institutional leaders. Attempts to graft Western leadership values onto Korean culture should be crafted with an understanding of this reality. Appendices include a copy of a modified questionnaire based on the Authoritarian Scale and Multifactor Leadership Scale, and a copy of the Chinese Value Survey both in English and in Korean. (Contains 23 references and 13 tables.) (Author/RT)

ED 455 584   EA 031 141

Jimerson, Lorna
The Great Balancing Act: Financial Equity and Local Control. Can Vermont's Act 60 Do It?
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Local Issues; School District Autonomy; School Districts; *State Action; State Aid; *State Regulation; State School District Relationship
IDENTIFIERS- *Vermont

Vermont's Equal Educational Opportunity Act of 1997 (Act 60) has attracted attention because of its funding and quality components, and the highly publicized responses to its implementation. A key feature is its "recapture" provision in which property-wealthy towns contribute to a state educational fund that helps support education in poorer communities. A multiple case study done to examine ramifications of this act shows that: (1) educators believe that its quality components are effective in improving educational quality despite ambiguous and inconclusive student achievement test results; (2) defects of the funding mechanism are emerging involving inflation adjustment, financial strain from changing enrollments, and the state's ability to cover funding shortfalls; (3) school district resistance to changes are financial, political, and cultural; (4) all towns are struggling with escalating education costs; and (5) Vermont towns are maintaining their individuality and uniqueness despite fears of homogenization. At this time, the future remains uncertain and prompts unanswered questions concerning issues of sustainability, adequacy of funding, political influences, and expanding the culture of local control to encompass the entire state. Appendices contain data on demographics for FY 1997, various financial summaries for FY 99 through FY 2001, and a graph of changes in effective tax rate versus per-pupil cost. (Contains 13 references.) (RT) setting low tolerance levels, and using consistent discipline; and help students learn to solve problems and set goals. Stories are presented that illustrate the use of these techniques. Various aspects of the model are discussed, and practical suggestions are given on how to use it in the classroom. Any teacher or administrator can use these techniques to build a better school environment and help all students, including those who are troubled or troublesome. (RT)

ED 455 604   EA 031 181

Yeager, David; Vela, Robert; Giese, Sam; Collavo, Lana
A Study of Issues and Costs to Districts Related to Special Education Complaints, Mediation, and Due Process Hearings in the State of Texas.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Court Litigation; Due Process; Elementary Secondary Education; Preschool Education; *Special Education
IDENTIFIERS- *Texas

The purpose of this study was to analyze the increase in special-education complaints that may result in litigation and their cost to districts. The study included the analysis of data from a survey disseminated to all superintendents in Regions 1 and 2 in Texas, and an analysis of data from special-education hearing dockets for hearings held from January 1998 through October 1999. Responses were used to determine perceptions of district personnel with regards to special-education complaints. Descriptive data from the 1998 and 1999 Texas Educational Agency due-process hearing dockets were also used. Study conclusions include: (1) The term "free appropriate public education" is difficult to define but required by law for all students with an identified handicap; (2) a large number of complaints focus on parental disagreements with student placement and the requirement of least-restrictive environment, as well as on components of the individual education plan; (3) resolution at the district level is more cost effective than going to hearing; (4) a cooperative environment between the district and the parent increases the likelihood that a dispute will be resolved without the filing of an official complaint; and (5) the best defense for any district is to comply with federal and state procedural requirements at all times. (RT)

ED 455 605   EA 031 182

School Board Member Training in the Southeast. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; *Boards of Education; Early Childhood Education; Elementary Secondary Education; *Management Development

The responsibilities of school board members have increased in complexity since school boards were first established over 100 years ago. Members must keep track of many educational reforms include: State and Local Grant Programs, Preschool Grants, Early Intervention Programs, and Support Programs (State Program Improvement Grants, administrative provisions, research and innovation, personnel preparation, studies and evaluations, technical assistance and information dissemination, technology development and media. Similar information is provided for gifted and talented grants. The report includes stories about children with exceptionalities who benefit from early intervention, preschool, special education, gifted programming, and support programs to convey the necessity of continued funding for fiscal year 2002 and subsequent years. Also included in the information given on each program are the Council for Exceptional Children's (CEC's) recommendations on program funding levels. CEC calls on Congress and the Administration to increase federal spending for programs for children with exceptionalities over the next 6 years and to move funding for the IDEA out of the discretionary budget and into mandatory spending. (CR)

ED 455 626   EC 308 498

Thompson, Sandra; Thurlow, Martha
State Special Education Outcomes, 2001: A Report on State Activities at the Beginning of a New Decade.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 49p.; For earlier edition, see ED 440 507. Supported by the Research to Practice Division, Office of Special Education Programs (ED).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Accountability; Alternative Assessment; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Outcomes of Education; State Programs; *Student Participation; Surveys
IDENTIFIERS- *Testing Accommodations (Disabilities)

This report summarizes the eighth survey of state directors of special education by the National Center on Educational Outcomes at the University of Minnesota. Results include all 50 states and the Bureau of Indian Affairs, American Samoa, and Palau. State directors report increased participation rates of students with disabilities in state assessments and, in many cases, improvement in performance as well. This first year of alternative assessment implementation has been challenging, but most states now have systems in place and are grappling with how to include the results in their accountability systems in ways that show the progress of every student toward state and district standards. Additional findings include: (1) more states listed positive consequences of inclusive standards, assessments, and accountability, then listed negative consequences; (2) more than half reported increases in participation rates; (3) two-thirds of directors reported stable or increased performance levels of students with disabilities on these tests; (4) most states are using portfolios or body of evidence approaches for their alternate assessments; and (5) 25 states include alternate assessment participants in all components of their accountability system. Appendices include charts on student participation and performance levels. (CR)

ED 455 627   EC 308 499

DESCRIPTORS- *Disabilities; Elementary Secondary Education; Employment Patterns; *Special Education Teachers; *Teacher Employment; *Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand; Trend Analysis

This report discusses findings on the shortage of qualified teachers for students with disabilities. Data from the 1990-91 Schools and Staffing Survey and the 1992 Teacher Followup Survey of the National Center for Education Statistics, along with annual data reported by the Office of Special Education Programs and other data collected by the National Center for Education Statistics, were analyzed to reveal the reasons underlying the demand for hiring more teachers in special education at the national level. Results indicate that the number of teaching positions in special education increased steadily during a recent 9-year period and that positions for special education teachers grew at a higher rate than positions for general education teachers. The annual demand for newly hired teachers in special education in 1990-91 was 14 percent of the total teaching positions in this field, a figure that was almost twice the percentage of openings for newly hired teachers in general education. There is also an annual shortage of about 28,000 fully certified teachers needed to replace employed special education teachers who are not fully certified in their main teaching assignment. The report concludes there are more opportunities for teaching positions in special education than in general education. (CR)

ED 455 646 EC 308 534

Exploring the Options for Young Children with Autism.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; *Autism; Cognitive Development; *Curriculum; *Developmentally Appropriate Practices; Early Childhood Education; *Educational Strategies; *Inclusive Schools; Language Acquisition; Motor Development; Scheduling; *Symptoms (Individual Disorders); Teacher Role; Young Children

This report discusses the identification and treatment of young children with autism. It is divided into four components that include a summary of areas that should be addressed when designing programs and services for young children with autism. The first part describes characteristics of autism, differences between autism-related disorders, and early intervention and preschool for children with autism. The benefits of inclusive programs for children with autism are listed, along with factors that must be present for successful social and educational integration of children with autism. Key considerations that should be addressed by the assessment process are provided and the organization of the classroom environment is highlighted. Part 2 of the report discusses using the early childhood curriculum for children with autism that considers age appropriateness and individual appropriateness. Suggestions for assisting children with autism in enhancing their social skills are offered, along with recommendations for promoting language and communication development, encouraging cognitive development, and providing aesthetic and physical activities. The last two parts provide suggestions for planning the daily schedule and involving

Services; Interviews; National Surveys; Public Policy; Statistical Data
IDENTIFIERS- *Individuals with Disabilities Education Act Part C; *Interagency Coordinating Council

This guide describes ways in which partners at the state level can move toward more integrated and comprehensive support systems for children and families eligible for services under Part C of the Individuals with Disabilities Education Act. It reports on the collective experiences of states participating in the "Opening Doors Project," which was funded from 1993-1997 by the Maternal and Child Health Bureau. The purpose of the project was to design, synthesize, and disseminate recommended strategies for integrating services for Part C-eligible children and their families. Information was gathered through extensive reviews of state documents, focus groups, and direct interviews with families, service providers, and state and community-level administrators from six states (Florida, Hawaii, Maine, Missouri, Utah and Washington). Additionally, a nationwide survey was developed and administered to directors of 185 community-based Part C programs that served children and their families through home visits. This guide shares the information gleaned from this work and presents ideas for state interagency coordinating councils (SICCs) to consider as they carry out and refine their own state plans. (Contains 28 references and suggested readings.) (SG)

ED 455 666 EC 308 631

Trohanis, Pascal
Design Considerations for State TA Systems.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Coordination; *Disabilities; Early Childhood Education; Early Intervention; Educational Legislation; Federal Legislation; *Instructional Materials; Preschool Education; Public Policy; *Technical Assistance; *Workbooks
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997

This planning resource is meant to serve as "stimulus information" to enable and guide a participatory planning process involving a team of key stakeholders of Parts B (including Section 619) and C of the Individuals with Disabilities Education Act (IDEA) and others who are working to improve services for children and youth with disabilities ages birth through 21. Its purpose is to help state sponsors and planners think strategically about the coherent design and effective operation of their technical assistance (TA) systems. The resources consists of the following three parts: "Part I: Foundations and Perspectives of TA"; "Part II: Three Selected Readings on TA"; and "Part III: Workbook for TA Design." Together, these three parts of the document aim to help a planning team understand the possibilities to be considered for crafting a state TA system, which will ultimately improve the quality of local service programs and their results with children, youth, and families. (Contains 32 references.) (SG) foundation in math and science concepts before entering the higher grades where language becomes more decontextualized and cognitively more demanding. Skills in content areas like math and science, once learned in the first language, are retained when instruction shifts to the second language. The book is divided into several sections including the following: "Understanding the Specialized Languages of Mathematics and Science"; "Linking Second Language Strategies with Content Instruction"; "Thematic Instruction"; Cooperative Learning"; "Inquiry and Problem Solving"; "Vocabulary Development"; "Classroom discourse"; "Affective influences"; "Assessment"; "Collaborating with Other Teachers"; and "Involving the Family." There are also three "scenes for the classroom," where practicing teachers share what has worked well for them in their classrooms. (Contains 58 published references and 4 general organizational references.) (KFT)

ED 455 691   FL 026 826

Watts, Keith
Focus on Register in the Spanish Language Classroom.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communicative Competence (Languages); Conversational Language Courses; Higher Education; *Language Fluency; Language Proficiency; Majors (Students); Second Language Instruction; Second Language Learning; Semantics; *Spanish
IDENTIFIERS- Halliday (M A K); *Registers (Linguistics)

This paper considers the importance of teaching "register" in the Spanish as a second language classroom. Generally speaking, register means "variety according to use." A register is what you are speaking at the time determined by what you are doing (the nature of the social activity being engaged in), and an expression of diversity of social process. Registers are ways of saying different things. This study addresses the following questions: How does register fit in with theories of communicative language learning? How do presently available teaching materials deal with register? To answer this last question, 10 Spanish language texts currently in use for second and third year foreign language learners are surveyed. It is concluded that a more overt and systematic approach to dealing with register is needed in order to sensitize students to register variation if students of Spanish are to acquire true proficiency in Spanish. Suggestions are also made for how register variation might be taught. (KFT)

ED 455 692   FL 026 829

Archibald, J.
To Protect or To Promote or To Promote and Protect, Those Are the Questions: Quebec Ponders Its Future under FTAA.
PUB DATE- 01
NOTE- 15p.; Paper presented at the combined Annual Meeting of the San Diego State University and the U.S. Department of Education (CIBER 2001) (San Diego, CA, March 28-31, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Education; *Cultural Maintenance; Economic Impact; Foreign Countries; *French Canadians; International

collection are also listed. (Contains 36 references.) (KFT)

ED 455 714 HE 034 168

Meiklejohn, Alexander
The Experimental College.
PUB DATE- 01
NOTE- 421p.; Facsimile of the original 1932 edition with a new introduction by Roland L. Guyotte. For 1981 edition, see ED 215 601.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Critical Thinking; Educational History; Educational Innovation; *Experimental Colleges; Higher Education; Interdisciplinary Approach; *Liberal Arts; *Nontraditional Students; State Universities; *Teaching Methods
IDENTIFIERS- *University of Wisconsin

"The Experimental College" tells the story of a 4-year academic experiment at the University of Wisconsin established by Alexander Meiklejohn. Aimed at finding a method of teaching that would help students develop "intelligence in the conduct of their own lives," the Experimental College discarded major requirements, examinations, lectures, and mandatory attendance. The controversial experiment lasted only a few years. The reasons are discussed in the introduction by Rolanld L. Guyotte. This replica of the original book contains these chapters: (1) "The Aim of the Liberal College"; (2) "The Course of Study"; (3) "The Methods of Teaching"; (4) "The Determining Conditions"; (5) "A Suggestion for the College of Letters and Science"; (6) "Experimenting in a University"; (7) "Conclusions"; (8) "Postscript"; and (9) "Appendices." Appendices include some notes on the beginning of the Experimental College, assignments, and reading lists for students leaving the college. (SLD)

ED 455 715 HE 034 169

Gilbert, Marc Jason, Ed.
The Vietnam War on Campus: Other Voices, More Distant Drums.
PUB DATE- 01
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Activism; Case Studies; *College Students; Demonstrations (Civil); Higher Education; Student Participation; United States History; *Vietnam War
IDENTIFIERS- *War Dissenters

The essays in this collection represent recent scholarship on campus unrest in the 1960s and 1970s. They provide a variety of case studies of the 1960s movements and events beyond the more highly publicized events, and they offer new insights into the antiwar movement. The essays are: (1) "Pro-War and Anti-Draft: Young Americans for Freedom and the War in Vietnam" (John Andrew); (2) "No War, No Welfare, and No Damn Taxation: The Student Libertarian Movement, 1968-1972" (Jonathan Schoenwald); (3) "The Refiner's Fire: Anti-War Activism and Emerging Feminism in the Late 1960s" (Barbara L. Tischler); (4) "Student-Revolt Movies of the Vietnam Era" (Tony Williams); (5) "American Schism: Catholic Activists, Intellectuals, and Students Confront the Vietnam War" (Kenneth J. Heineman); (6)

This has increased by 9,000 pounds from the amount indicated in HEFCE 01/15. Monitoring information is requested from the users of the funds. (SLD)

ED 455 735 HE 034 194

New Technology Institutes: Invitation To Bid for Funds. Invitation.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bids; Educational Finance; *Financial Support; Foreign Countries; *Postsecondary Education; *Program Development; *Technical Education; Technical Institutes
IDENTIFIERS- *England

This document invites initial outline bids from consortia of higher education institutions, further education colleges, and other partners to establish New Technology Institutes (NTIs) in England. NTIs, which are intended to operate beginning autumn 2002, will be designed to meet regional needs for increasing the supply of people with technician and higher level skills in information and communications technologies and other advanced technologies. They are also being designed to make available better advice and support to small and medium sized enterprises through improved links with higher and further education. Building consortia must consist of at least one higher education institution, one further education institution, and one private sector organization. A total of 25 million British pounds in capital funding will be available over 2 years from April 2002 to establish NTIs. The funding will allow for up to two NTIs in each region. Consortia will be expected to bid in parallel for additional student number places so that the enhanced capital facilities can support expanded provisions for students. Consortia will also need to demonstrate substantial contributions from other funding sources. Annex A contains a template for the first stage bids, and Annex B lists members of the NTI steering group. (SLD)

ED 455 736 HE 034 196

Recognizing the Importance of International Students to Canada in the Immigration and Refugee Protection Act. A Brief Submitted to the House of Commons Standing Committee on Citizenship and Immigration Canada Regarding Bill C-11, the Immigration and Refugee Protection Act and Its Regulations.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; Foreign Countries; *Foreign Students; Higher Education; *International Educational Exchange; Public Policy; *Student Exchange Programs
IDENTIFIERS- *Association of Universities and Colleges of Canada; *Canada

Because the Association of Universities and Colleges of Canada (AUCC) recognizes the importance of international students to Canada and its institutions of higher education, it makes some

This document presents the proceedings of the 23rd annual National Convention of the Association for Educational Communications and Technology (AECT) (Denver, Colorado, 2000). For the first time, the Proceedings are published in two volumes. The first volume contains papers dealing primarily with research and development topics. Papers dealing with instruction and training issues are contained in the second volume, which includes over 60 papers. Both volumes are included in this document. Papers in this document represent some of the most current thinking in educational communications and technology, at all levels of education. Topics include: educational research; multimedia instruction; technology integration; cooperative learning; distance learning; teaching models and methods; instructional design; academic achievement and student motivation; technology-based educational change; learner feedback; faculty development; computer-assisted instruction; gender role; constructivism; assistive technology; mentoring; problem-based learning; partnerships in education; the Big Six Skills; online systems in education; needs assessment; communities of learners; digitization; sound and graphics in computer-based instruction; interactive video; disability access to education; human performance technology; curriculum development; resource centers; privacy; Web page design; computer software development; and virtual libraries. (AEF)

ED 455 757   IR 020 713

Bianco, Mary Beth; Carr-Chellman, Alison A.
Exploring Qualitative Methodologies in Online Learning Environments.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Data Collection; *Distance Education; Educational Research; Inquiry; Interaction; Interviews; *Observation; *Online Systems; *Qualitative Research; *Research Methodology; *Triangulation

Qualitative inquiry is rich in personal interaction between participant and researcher. This research seeks to consider the issues related to conducting qualitative inquiries in online settings and the implications for using electronic means in interview and observation. Consideration needs to be given to the ramifications of online interview techniques. "Face-to-face" may not be "face-to-face" in online environments but may be only available in other synchronous forms, such as telephone or online discussion. Implications for electronic discussion formats for conducting interviews are also discussed. Triangulation, in the most accepted definition, then, may be implausible due to the fact that the interview or observational techniques are not logistically feasible or probable. Observation in natural settings is foundational to the integrity of the observation but should be investigated for workability as well as rectitude (Creswell, 1998). Exploration into the implications for observation by electronic means should be conducted to determine the trustworthiness of this new form of data collection. The methodology issues discussed

Gall, James
Rapid Application Development of a Self-Paced Pre-Service Teacher Technology Course.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Uses in Education; Higher Education; Instructional Design; Instructional Development; *Preservice Teacher Education; Teaching Methods; Technological Advancement

With technology changing rapidly, instruction on its use must change rapidly as well. Instructional designers are thus increasingly dependent on the use of rapid application development (RAD) procedures for producing timely instruction related to technology use. In recent years, the use of self-paced instruction in the educational environment has been gaining popularity for teaching technology skills. This research examines the feasibility of RAD in the design of two undergraduate pre-service teacher technology courses. The study was conducted over a three-semester period during which a needs assessment was conducted. Eleven units of instruction were prototyped, tested, modified, retested, and the course was fully implemented. The total number of participants included 570 students, six instructional designers/teaching assistants, one lead designer, and four lab assistants. Results of the study showed significant differences in usability scores between the second and third semester. Both positive and negative experiences with RAD are discussed. (Contains 14 references.) (Author/AEF)

ED 455 777 IR 020 733

Luppicini, Rocci; Schnackenberg, Heidi
In Support of Constructivism: Utilizing Rational, Moral and Communicative Frameworks To Address Frequently Posited Criticisms.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Cognitive Processes; *Constructivism (Learning); *Criticism; Educational Development; Educational Research; *Educational Theories; Instruction; *Learning Theories; Postmodernism

The goal of this paper is to demonstrate how Constructivism in education has failed to address criticisms by re-directing or misdirecting the focus of the debate over whether or not Constructivism is able to give support to a viable theory of instruction. In response, support is given to Constructivism by drawing on rational, moral, and communicative frameworks to clarify the main Constructivist tenets and to address levied

(23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cancer; Cultural Context; Discourse Communities; *Discussion; Educational Media; Educational Technology; Group Discussion; Instructional Design; World Wide Web
IDENTIFIERS- *Cultural Studies

This paper describes the background to the problem and methodology of a study that explored a reflective new media pedagogy through the design and production of a Web-based learning environment. This environment addresses and invites cancer patients and their supporters to question established social and cultural discourses that shape the experiences of cancer by inviting visitors to create ways to talk about cancer that more closely relate to the uniqueness of their lives and to the characteristics of the disease. Through a collaborative approach to educational media design involving an educational media designer and cancer patients and their supporters, a Web site, http://www.cancershock.com, was produced to support cancer patients and their supporters in creating non-linear, flexible discursive spaces for rewriting social and cultural discourses that shape and inform the experience of cancer in Western, industrialized cultures. This interdisciplinary study presents a design practice influenced by cultural studies approaches to new media pedagogy and drawn from the experience of engaging in collaborative and reflective educational new media design. (Contains 55 references.) (Author/AEF)

ED 455 797   IR 020 753

Wang-Chavez, Jenny; Branon, Rovy; Mikolaj, Peter
Facilitating Web-Based Instruction: Formative Research on Improving an Online Undergraduate Business Course.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; *Computer Assisted Instruction; Data Analysis; *Distance Education; Formative Evaluation; Higher Education; *Instructional Design; *Instructional Development; Instructional Effectiveness; Instructional Improvement; Online Systems; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Web Based Instruction

The purpose of this study was to assist an instructor in facilitating an online course while the class was being offered, and to provide timely interventions for improving the course during the semester. A formative approach was used to help deal with unforeseen issues in implementing the first online course this instructor had offered. Through data analysis of what worked well, what did not work well, and what improvements were needed, issues related to both students and instructor's perspective of the class were identified in the findings. From a student perspective, these issues included: online interactions, assessment, and course participation. For

Elementary Education, is a series of case studies. The cases introduce the students to problems faced by teachers in public schools today. The course currently employs five case studies to allow the students to examine a situation, discuss its components, and arrive at possible solutions to the scenario, based on small group discussions. The learning objective for the cases was to enable pre-service teaching students to enhance individual problem solving abilities. These students were dispersed in various locations within the state in clinical experiences and spent only limited time in class with the cases. It was hoped that the students would improve their higher-order thinking skills and problem solving abilities if they spent more time working with the cases outside of class and then be able to transfer what they had learned to new situations in their school environments. The final product was a Web site consisting of approximately 25 Web pages that utilized the strengths of the Web, such as hypertext links to resources and learner-directed menu choices. A field test of the product was conducted in the content specialist's spring semester of the course. Feedback from student surveys impacted the final product, which was implemented the following academic year. Results showed students were very positive about the instructional value and aid to retention that the Web-based case study afforded them. (AEF)

ED 455 815   IR 020 771

Lee, Ji-Yoon
Current Status of Learner Support in Distance Education: Emerging Issues and Future Research Agenda.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Development; Educational Research; Higher Education; Instructional Design; Instructional Development; Internet; *Learner Controlled Instruction; Outcomes of Education; Services; World Wide Web
IDENTIFIERS- *Learner Centered Instruction

The importance of learner support has been emphasized over and over in the distance education literature but there is a lack of comprehensive analysis of this issue. Besides that, most of existing studies on learner support are based on large-scale correspondence program and few of them provide guidelines for planning and implementing support services in Web-based environments for dual-mode institutions, which is the majority of distance education program providers in nowadays. In this paper, a body of literature on learner support, including various journal articles and technical reports, was examined, and three issues emerged from the review: (1) the lack of research on cost-effectiveness of learner support; (2) the lack of empirical research; and (3) the need for learner-centered approach in designing and implementing learner support. These issues are discussed in detail to enhance understanding of learner support in post-secondary level distance education program, and it is further argued that future research should focus more on developing and refining methods for cost-benefit analysis of learner support, developing a general framework of

NOTE- 47p.; 50th Year Commemorative of the Instructional Technology Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Course Content; Educational Development; Educational History; *Educational Technology; Higher Education; *Information Technology; Program Descriptions; Program Development
IDENTIFIERS- *Wayne State University MI

Instructional Technology (IT), as a discipline, is young and still evolving. However, an IT program that reaches the age of 50 is considered by most to be old. The IT program at Wayne State University (Detroit, Michigan) has achieved this status. Its history reflects not only the history of the University and the College of Education, but even more so, it reflects the history of the field. This document discusses the origins of the Wayne State University program and the field of Instructional Technology and then focuses on two eras: The Era of Audiovisual Education, 1948-1963, and the Era of Instructional Technology, 1963-1998. For the first era, early program landmarks are identified, followed by descriptions of courses in the early audiovisual curriculum. Changes in the transition years are also highlighted. For the second era, the implications of the change to instructional technology are briefly examined, followed by descriptions of courses in the 1963 curriculum in IT, and early IT curriculum enhancements. The continuing curricular innovations and enhancements of the 1970s courses are identified, followed by a brief review of impressions of IT in the 1970s. Finally, the focus moves to recent years of IT at Wayne State University. Discussion includes re-grouping in the 1980s, rebuilding IT facilities and equipment in the 1990s, and the 1990s curriculum enhancements. Following course descriptions are brief discussions on the University outreach program, research and development, and showcasing student work and building alumni relations. (Contains 13 references.) (AEF)

ED 455 835 IR 020 858

Miner, Robert; Topping, Paul
Math on the Web: A Status Report.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; Educational Media; *Educational Resources; Educational Technology; *Mathematics Education; *Mathematics Instruction; Online Systems; *World Wide Web
IDENTIFIERS- *Web Sites

This publication reports on resources on the Web for the area of math. A quick look is given at innovative sites under the areas of new resources for students, new ways for teachers and students to interact, new ways of presenting math, and new tools for research. Next, advantages and disadvantages are identified for each of the following technologies: HTML pages with GIF images for equations; Adobe Acrobat (PDF); IBM Techexplorer pages; server-side programming (CGI, Perl, Java, ASP scripts, etc.); and HTML and components (Design Science WebEQ, IBM Techexplorer components). Standards for math communication on the Web are then discussed. A list of the

the teacher shortage in California; (10) ten recommendations for college governing boards with regard to campus technology trends; (11) foreign labor; (12) 10 public policy issues in higher education; (13) educational equity; (14) California's population; (15) learning-centered colleges; and (16) housing prices. (JA)

ED 455 853 JC 010 155

Summary of the 1999 CBC CCSEQ with Comparisons to 1996 Results and 1999 Statewide Responses.
PUB DATE- 00
NOTE- 82p.; Produced by Columbia Basin College, Office of Institutional Research and Marketing.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Outcomes Assessment; College Students; Community Colleges; Educational Assessment; Outcomes of Education; *Participant Satisfaction; *Student Attitudes; *Student Characteristics; Student Surveys; Two Year Colleges
IDENTIFIERS- *Columbia Basin College WA

In October of 1999, Columbia Basin College (CBC) (Washington), along with 21 other colleges in the area, administered the Community College Student Experiences Questionnaire (CCSEQ) to its students. The survey collected information on student demographics, quality of effort, perceived gains, satisfaction, and courses taken. This document provides a summary of the findings at CBC, based on the responses of 775 students, and compares them with statewide data. Highlights include: (1) the CBC student tends to have a higher household income than other students in the state with 50% claiming an annual salary of nearly $40,000; (2) 11% of CBC's students are Hispanic, 6% more than the state average; (3) 59% reported pursuing an A.A. degree; (4) 68% reported plans to transfer to a four-year institution in the future; (5) students seem to be making little use of library, art, music, and theatre activities on campus; (6) 42% reported using a computer tutorial to learn materials for a course; (7) 84% reported that at CBC they have acquired skills for a specific job or type of work; (8) 80% reported having made at least some progress toward writing more clearly and effectively at CBC; (9) two-thirds responded that they would choose CBC again if they had to start college again; and (10) 72% thought their courses were worthwhile. The document contains numerous figures and charts. Appendices include 1999 CCSEQ Questionnaire and Question Frequencies. (EMH)

ED 455 854 JC 010 403

Black, William L.
Benefits of Including a Capstone Simulation Course in Community College Business Curricula.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; *Business Education; *Business Skills; Community Colleges; Experimental Curriculum; *Instructional Innovation; Management Games; Two Year Colleges; Vocational Education

Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; Articulation (Education); Career Academies; Career Education; Career Ladders; Community Colleges; *Competency Based Education; Delivery Systems; *Education Work Relationship; Employment Potential; Employment Qualifications; High Schools; *Instructional Development; Integrated Curriculum; Job Skills; Models; *Occupational Clusters; Performance Factors; Promotion (Occupational); *Standard Setting; Systems Approach; Two Year Colleges; Urban Education; Vocational Education

A set of career cluster standards was developed for the school-to-careers division of a large urban school district that is moving toward a career academy model for high school education. The process used to develop the standard was based on a standards development model consisting of the following stages: synthesis; collection of input; and validation. In the synthesis stage, career content skills analyses developed by local community college faculty were reviewed along with related industry skills standards and existing national and state standards. General employability and career-specific standards that had been well validated and developed through broad-based, inclusive processes that included industry were emphasized. Next, input was collected from educators and industry through focus groups and a review of the draft standards. During a weeklong summer institute, more than 70 high school teachers reviewed, discussed, and provided input into the standards for their career cluster. In the validation stage, nearly 300 local educators and industry representatives participated in a written survey as an initial validation of the revised standards. The standards format included the following types/levels of standards: employability skill standards; technical content standards; and academic standards. Standards were developed for 12 career clusters and subjected to external validation. (Contains 16 tables/figures.) (MN)

ED 455 375 CE 081 985

Boyd, Sally; Chalmers, Anna; Kumekawa, Eugene
Beyond School: Final Year School Students' Experiences of the Transition to Tertiary Study or Employment.
PUB DATE- 01
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *Articulation (Education); Career Choice; Career Counseling; *Career Development; Developed Nations; Dropouts; *Education Work Relationship; Educational Attainment; Educational Status Comparison; Family Influence; Foreign Countries; *High School Graduates; Information Sources; Information Utilization; Maori (People); *Occupational Aspiration; Postsecondary Education; Questionnaires; Secondary Education; Tables (Data)
IDENTIFIERS- *New Zealand; Transition Management

A study investigated the postsecondary intentions and the actual know current students. The strategies were incorporated into a pamphlet on retaining ABE learners that was designed to assist beginning ABE teachers (The bibliography contains 31 references. Copies of the survey tool and pamphlet for new instructors are appended.) (MN)

ED 455 392   CE 082 014

Sticht, Thomas G.
Are We Facing a "Literacy Surplus" in the Workforces of the United States and Canada? Research Note.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Comparative Analysis; Educational Attainment; Educational Demand; *Educational Needs; *Educational Policy; Educational Research; Educational Supply; Emerging Occupations; Employment Patterns; Employment Projections; *Employment Qualifications; Foreign Countries; Job Skills; Labor Market; Labor Needs; Labor Supply; *Literacy Education; National Surveys; Needs Assessment; Policy Formation; Research Needs; Trend Analysis
IDENTIFIERS- *Canada; National Adult Literacy Survey (NCES); *United States

In the United States and Canada alike, expressions of concern over the fact that the demand for skilled workers far exceeds the current supply have been heard repeatedly. However, several studies would seem to indicate that, as familiar as these claims about the supply and demand for skilled workers may be, they are very contentious. If a Hudson Institute report is correct, 65%-75% of the new jobs in the fastest-growing occupations will require language and mathematics skills at or below the eighth-grade level. The findings of several recent studies, including a recent analysis of literacy requirements of jobs based on the National Adult Literacy Survey and new data from the U.S. Department of Labor, would seem to lend some measure of support to the possible existence of a literacy "surplus." In view of these data, it would seem that the arguments for increased funding for adult literacy programming should temper claims regarding the skills and knowledge needed to succeed in the workplace. For adult education policy, there would seem to be a need to emphasize the many benefits of adult education in addition to those related to improving one's job opportunities. More research and documentation of the other benefits of adult education is needed. (MN)

ED 455 393   CE 082 017

Noll, Cheryl L., Ed.; Graves, Pat R., Ed.
Business Education Index, 2000: Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals Published during the Year 2000. Volume 61.
PUB DATE- 01
NOTE- 218p.; For the 1999 volume, see ED 445 191.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Standards; Administration; Adult Learning; *Basic Business Education; Business Communication; *Business Education; Career Awareness; Classroom Techniques; Colleges;

DESCRIPTORS- *Adjustment (to Environment); Comparative Analysis; Competency Based Education; Definitions; *Economic Change; Economic Development; *Education Work Relationship; *Educational Needs; Educational Objectives; Educational Planning; Educational Research; *Employment Potential; Employment Qualifications; Foreign Countries; Glossaries; Holistic Approach; Human Capital; Innovation; Job Performance; Job Skills; Labor Force; Labor Force Development; Learning Processes; Lifelong Learning; Literature Reviews; Models; Needs Assessment; School Business Relationship; Teaching Methods; Technological Advancement; Trend Analysis; *Vocational Education; Work Environment

IDENTIFIERS- Australia; *Generic Skills; Great Britain; Impact Studies; Learning Society; Organisation for Economic Cooperation Development; Secretarys Comm on Achieving Necessary Skills; United States

The generic skills needed for the new economy were identified through a review of research studies. First, the development of sets of key competencies/key skills in Great Britain, the United States, and Australia were examined. The U.S. model, which involves a broader, more flexible, and more holistic set of generic skills, was contrasted with the Anglo-Australian model, which has resulted in a more narrowly focused and instrumental set of key skills/key competencies that are broadly similar. Next, the implications of key contextual shifts for generic skills were considered. The following topics were discussed: the emergence of the new knowledge-based economy and the impact of new technologies; the consequent pressures for lifelong learning and maintaining employability; changes in the workplace; and initiatives to foster an enterprise culture and innovation. The following were among the key conclusions: (1) there is no international consensus regarding identification of the essential generic skills; (2) fostering generic skills requires active learning strategies in which learners assume responsibility for their own learning; and (3) direct and indirect evidence of the impact of generic skills on business performance exists. (Ten tables/figures/boxes and 95 references are included. A glossary and description of the Organisation for Economic Cooperation and Development's DeSeCo Program are appended.) (MN)

ED 455 409   CE 082 046

Harris, Roger; Simons, Michele; Hill, Doug; Smith, Erica; Pearce, Ron; Blakeley, John; Choy, Sarojni; Snewin, David

The Changing Role of Staff Development for Teachers and Trainers in Vocational Education and Training.

SPONS. AGENCY- Australian National Training Authority, Brisbane.

PUB DATE- 01

NOTE- 169p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Case Studies; Change Strategies; Comparative Analysis; Delphi Technique; Educational Change; Educational Environment; Educational Policy; *Educational Practices; Educational Trends; Foreign Countries; Influences; *Inservice Teacher Education; Literature Reviews; National Surveys; Participation; Policy Formation; Postsecondary Education; Private Sector; Public Sector; Role of Education; Secondary Education; *Staff Development; Teacher Attitudes; Teacher Characteristics; Teacher Competencies; Teacher Qualifications; Teacher Surveys; Telephone Surveys; *Trainers; Trend Analysis;

added in a highly institutionalized market, and how the U.S., taking the "low road," faces stagnant wages, income inequality, continuing union decline, and highly fragmented systems of employment relations embedded a diverse political economy. (Each article contains references. Includes cited author and subject indexes.) (YLB)

ED 455 426 CE 082 086

The Role of Vocational Education and Training in Transition Countries: The Case of Central and Eastern Europe and the New Independent States.
PUB DATE- 99
NOTE- 15p.; Paper presented at the International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Change Strategies; *Comparative Education; Continuing Education; Economic Development; *Educational Change; Educational Finance; Educational Legislation; Educational Needs; *Educational Policy; Enrollment Trends; Equal Education; Financial Support; Foreign Countries; International Cooperation; International Educational Exchange; Labor Force Development; Models; Needs Assessment; Policy Formation; Political Influences; Postsecondary Education; Program Costs; Public Policy; *Role of Education; School Business Relationship; Secondary Education; Social Integration; Student Certification; Student Evaluation; Systems Approach; Technical Institutes; Trend Analysis; *Vocational Commonwealth of Independent States; Europe (Central);
IDENTIFIERS- Commonwealth of Independent States; Europe (Central); Europe (East); European Union; Mongolia

The vocational education and training (VET) reforms currently under way in Central and Eastern Europe and the New Independent States are distinguished by the breadth, range, depth, and speed of the reforms proposed or already initiated. The European Union has assisted the reform process through its Phare and Tacis programs. The following have been among the areas affected by vocational reforms in Central and Eastern Europe and the New Independent States: the VET model; legislation and distribution of students; funding; role of companies and human resources planning; VET qualifications and examination; and teaching staff. The reform processes in Central and Eastern European countries on the one hand and the New Independent States and Mongolia on the other hand have developed in very different directions. In all of these countries, however, it has become clear that training can no longer be reserved for the young. Among other things, VET policies must be designed to achieve the following goals: maintain macroeconomic stability; contain costs and mobilize additional financial resources; promote educational choices for young people and adults; regulate labor markets by maintaining qualification standards; ensure access to education and training for all; and strengthen institutional capacity to implement the reforms. (MN)

ED 455 427 CE 082 088

Correcting Part-Time Misconceptions. Policy Watch.
PUB DATE- 00

sales and marketing, advertising, internet sales, legal, human resources, board of directors, and consulting) and given the responsibility of working together, both as a corporate team and as corporation department teams, to create and run a mythical corporation. The students created the company's structure, designed the name, and discussed product development. Their job was also to come up with strategies and tactics to increase productivity, help with effective use of resources, and decrease costs. (The guide contains material that describes the corporation, its work, staff, and products. The accompanying workbook, in a question and answer format, presents some of the problems encountered and the solutions advanced either through student consensus or advice from the authors/teachers.) (JDM)

ED 455 444   CE 082 126

Haimson, Joshua; Bellotti, Jeanne
Schooling in the Workplace: Increasing the Scale and Quality of Work-Based Learning. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Career Development; Career Education; *Education Work Relationship; Females; *Internship Programs; Males; Noncollege Bound Students; *Outcomes of Education; Partnerships in Education; Program Effectiveness; School Business Relationship; Secondary Education; Student Characteristics; *Student Participation; Whites; *Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

As part of the National Evaluation of School-to-Work implementation based on the School-to-Work Opportunities Act (STWOA) of 1994, a study used student surveys and site visits in eight states to determine types and numbers of student participation in work-based activities and the quality of internships that students obtain through school. The findings include the following: (1) most students participate in brief worksite observation activities, and these activities appear to be growing; (2) extended internships involve fewer students and do not appear to have increased; (3) work-based activities attract a diverse mix of students, with female students more likely than males to participate; (4) noncollege-bound students are more likely to obtain paid internships, while college-bound students are more likely to secure unpaid internships; (5) students find internships and job-shadowing experiences helpful in clarifying career goals; (6) schools' paid and unpaid internships are more diverse and offer more learning opportunities than the positions students find on their own; and (7) there is a mixed pattern of changes in students' experiences of paid and unpaid internships. Recommendations to enhance work-based learning opportunities include connecting work-based activities more closely with the school curriculum; developing internships that involve a moderate amount of time at the workplace; developing workplace activities in settings that appeal to male students; and increasing public appreciation of the potential benefits of work-based learning. (Contains 11 references.) (KC)

ED 455 445   CE 082 127

training is effective when directly connected to content instruction. This program included pre- and post-evaluations of organizational study skills. Survey data reviewed following program implementation of the notebook system showed moderate assistance for the targeted students. In addition, the results demonstrated that students' ability to maintain the organization of their notebooks improved over time. Appended are the two student surveys and corresponding results, the parent survey and results, and a sample notebook table of contents. (Contains 17 references.) (JDM)

ED 455 461   CG 031 053

Bausch, Amy; Becker, Kim
A Study of Students' Lack of Study and Organizational Skills with Middle School and High School Students.
PUB DATE- 01
NOTE- 71p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 6; Grade 9; High Risk Students; High School Students; High Schools; *Learning Strategies; Middle School Students; Middle Schools; Planning; Remedial Instruction; *Study Skills; Suburban Schools
IDENTIFIERS- United States (Midwest)

A program was undertaken to teach organizational and study skills to middle and high school students. The targeted population consisted of sixth grade students in a social studies class and ninth grade students in a world geography class. The schools are located in a middle-to-lower class suburban community near a large midwestern city. An organizational checklist, a student survey, and a student organization and study skills test evidenced the lack of study and organizational skills by students. Analysis of probable cause data indicated that teachers do not teach organizational and study skills for a variety of reasons. Probable causes included the inclusion of special needs students in regular classroom settings without the proper support and a lack of parental support. Solution strategies involved the direct teaching of study skills and organizational strategies. Post intervention data indicated little change in the students' awareness of study and organizational skills. It suggests that the reasons for the lack of change could be a function of the data collection tools used, or the short time period allowed for intervention. The student survey, pre/post test, and organizational checklist are appended. (Contains 24 references.) (JDM)

ED 455 462   CG 031 054

Buckley, Shannon; Wilkinson, Julie
Improving Student Motivation by Increasing Student and Parental Awareness of Academic Achievement.
PUB DATE- 01
NOTE- 36p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; *Communication Skills; Family School Relationship; *High School Students; High Schools;

raise awareness in a community about the effects of substance abuse. It suggests ways to create linkages between the child welfare system and substance abuse prevention and treatment systems. Successful community interventions are described to provide ideas on how to solve problems. A list is included of organizations that treat parents with substance abuse problems and addictions. (JDM)

ED 455 484 CG 031 093

National Public Awareness Campaigns for 2000: Part of Your Communications Strategy. Join Together Special Monthly Action Kit.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Communications; Community Needs; Drug Education; *Prevention; Resilience (Personality); *Substance Abuse
IDENTIFIERS- *Public Awareness

An important part of a community strategy to reduce substance abuse is a communications plan. The plan is meant to guide efforts as the targeted message is communicated and information is disseminated. Part 1 of this paper provides an introduction to the basics of a communications plan and helps providers think about different ways to get the message out to key audiences in a community. Part 2 provides an overview of many national public awareness campaigns that were held throughout the year 2000. The National Public Awareness Campaigns are listed for each month of the year 2000. By reviewing these campaigns, community organizers and mental health professionals can learn about themes and ideas that could fit into their communities. By participating in these campaigns and receiving job and educational opportunities, young people can build self-confidence and strengthen their resistance to using alcohol and drugs. (JDM)

ED 455 485 CG 031 094

Heroin Use: What Communities Should Know. Monthly Action Kit.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Behavior Modification; Community Needs; *Drug Education; *Heroin; Illegal Drug Use; *Prevention; Resilience (Personality); *Substance Abuse

This action kit was created in response to a rise in heroin use. Facts are provided about the scope of heroin use since it is the one illegal drug that is growing in popularity in some areas among young people. A brief explanation of some treatment options is provided including detoxification, methadone treatment, other medications, and behavioral therapies. Local leaders from New York, Alabama, and Arizona describe what their communities are doing about heroin use. Facts are provided to help mental health professionals take a leadership role to make the case for expanding services if treatment options are not available in a community. Information is also provided on how to form a community epidemiology working group to gather and interactions with text (including audio tapes, CD-ROMs and Internet). The sample for the pilot project was drawn from primary school students (grades 5, 6, and 7) in eight schools and secondary school learners (grades 8, 9, and 10) in five English-medium schools in the Gauteng Province (South Africa). A questionnaire was answered by 696 boys and 707 girls in primary schools and by 462 boys and 415 girls in secondary schools. Results were not that different from the survey carried out in Roehampton which means that what children are interested in reading in South Africa is not radically different from what children are interested in reading in England. However, children aged between 7-11, representing those from the primary schools, showed high interest in reading religious works, which differed from the results of the Roehampton study. Furthermore, South African children showed a relative lack of interest in comics as compared with respondents from England. (Contains 12 references.) (NKA)

ED 455 506   CS 014 451

Comber, Barbara, Ed.; Simpson, Anne, Ed.
Negotiating Critical Literacies in Classrooms.
PUB DATE- 01
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Discourse; *Classroom Environment;
  Comparative Education; *Curriculum Development; *Educational
  Policy; Elementary Secondary Education; Foreign Countries;
  Higher Education; *Theory Practice Relationship
IDENTIFIERS- Authorship; *Critical Literacy; *Critical Pedagogy;
  Hong Kong; Singapore; South Africa

This book brings together accounts of educators who have sought to make a difference in the lives of their students through literacy education--from university classrooms in the United States, England, and South Africa, to policy and curriculum development in Singapore and Australia. The literacy classrooms explored in the book range from the early years of schooling, to primary and secondary education, to community and university sites. An overarching theme of the book is the belief that there is no one generic, universal critical literacy--in theory or in practice. Under Part 1 (Critical from the Start: Examining Relations of Power in Textual Practices) are the following essays: "Relational Sense and Textual Sense in a U.S. Urban Classroom: The Contested Case of Emily, Girl Friend of a Ninja" (A. H. Dyson); "Children Appropriating Literacy: Empowerment Pedagogy from Young Children's Perspective" (U. Sahni); "Children Reading Critically: A Local History" (J. O'Brien); and "Constructing a Critical Curriculum with Young Children" (V. Vasquez). Under Part 2 (Exploring Critical Literacies in Primary Schooling: Unresolved Questions) are these essays: "From Prescription to Participation: Moving from Functional to Critical Literacy in Singapore" (Y. M. Cheah); "Resistance and Creativity in English Reading Lessons in Hong Kong" (A. M. Y. Lin); "On the Road to Cultural Bias: A Critique of 'The Oregon Trail' CDROM" (B. Bigelow); and "Teaching Readings?" (B. Mellor and A. Patterson). Under Part 3 (Critical Literacies and Questions of Identity) are these essays: "Identity and Conflict in the Critical Literacy Classroom" (H. Janks); "Classrooms as Sites of Textual, Cultural, and Linguistic Reappropriation" (P. Stein); "'Dickheads, Wusses, and Faggots': Addressing Issues of Masculinity and Homophobia in the Critical Literacy Classroom" (W. Martino); and writing that will enhance students' skills at a variety of grade levels. The targeted population consisted of first, second, and third grade classes as well as ninth through twelfth grade Learning Disabled students in a Midwestern state. The evidence of lack of motivation was documented by parent surveys, student surveys, teacher surveys and observations. Probable cause data showed students are unmotivated to write due to low self confidence, lack of control over writing tasks, inadequate amount of time to expand on writing pieces, lack of emphasis on organizers, limited peer collaboration, and insufficient relevance to real life. Faculty reported lack of student motivation in writing tasks which hinder writing achievement. State data showed a decline in writing scores at the targeted sites. A review of solution strategies resulted in an action plan that included activities which incorporated student choices, relevance, moderately challenging tasks and collaboration with peers. Teacher instruction was guided by these points and included modeling, adequate time for completion of writing activities, use of graphic organizers, relevant writing tasks, pen pal correspondences and writing throughout the curriculum. The research concluded with a final survey to students and parents which showed an overall average increase in students' attitudes towards writing and an increase in students' organizational skills in writing tasks. Although the goal was to increase motivation, and the researchers feel this did occur, it is difficult to measure using data. For this reason, no substantial conclusions can be derived regarding the exact amount of motivational impact on each student. The paper contains 44 references and 10 figures of data. Appendixes contain parent, teacher, and student survey instruments; a pen pal activity reflection; and permission letters. (Author/RS)

ED 455 525   CS 217 644

Pertscher, Mark A.; Lawler, Kim E.; Ramirez, Armando J.;
  Schinault, Kris S.
Improving Student's Writing Ability through Journals and Creative
  Writing Exercises.
PUB DATE- 01
NOTE- 67p.; Master of Arts Action Research Project, Saint Xavier
  University and SkyLight Professional Development Field-Based
  Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports -
  Research/Technical (143)
DESCRIPTORS- Action Research; *Creative Writing; *Instructional
  Effectiveness; Intermediate Grades; *Journal Writing; Low
  Achievement; Middle Schools; *Writing Achievement; Writing
  Assignments; *Writing Improvement; Writing Skills

This study describes a program for students in the target 4th, 7th, and 8th grades who exhibit low achievement in writing. This low achievement affects behaviors, attitudes, and peer interactions. Discipline referrals, district assessments, and teacher written assessments substantiate this dilemma. Probable cause for lack of writing skills has been attributed to lack of feedback from teacher to pupil and students' attitudes toward writing. Other probable causes are the unpredictable lifestyles of some students who are from low social economical status and poor health and readiness influences. The solution strategy involves cooperative learning, journalizing, and creative writing. The cooperative learning strategy will utilize group writing and peer review. The journalizing strategy will serve two purposes. First, the journal is an

Prometheus comprise the majority of this paper.) (NKA)

ED 455 544   CS 510 588

Rodriguez-Talavera, Leticia
Defining Business Communication Using the Movie "The Insider" as Mediator of Students' Thought Processes.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Business Communication Convention (66th, San Diego, CA, November 7-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Classroom Techniques; Communication Research; *Essays; Higher Education; Semiotics
IDENTIFIERS- Communication Context; *Concept Recognition; Iconic Representation; *Insider (The); University of Puerto Rico

Business communication is different from other domains in that its contextual meaning requires previous metacognitive mediation of signs. The communicative process in business is aimed at accomplishing a specific outcome. Various forms of meaning come into play in business communication such as denotative, connotative, stylistic, affective, collocative, thematic, aesthetic, and generative. In teaching business communication theory an uncalculated number of strategies have been used throughout the years. A study employed the strategy of extrapolating meaning from the communicative issues and/or events presented throughout the 1999 film "The Insider," which centers on the distracting euphemism used by top executives of the tobacco industries when testifying in court that nicotine is not harmful to people's health. Participants, 30 volunteer students from the Faculty of Business Communication, University of Puerto Rico, watched the movie and then wrote essays about how business communication theory concepts were related to the different issues and events in the film. Essays (n=25) were analyzed in terms of cohesive structure and modes of stylistic writing. Thirty-five categories and examples of the communicative event evolved from the group's writings. Findings suggest that the interrelated semiosis of icons presented throughout the movie escalates from the abstract metacognition of learning concepts to that of having students relate concepts to current business issues. Furthermore, the creative nature of writing is presented in cohesive sentence structures with meaningful and insightful analysis of the topic explored. Appended is a chart detailing communication concepts discussed in class related to the film. (NKA)

ED 455 545   CS 510 591

Ramsey, Robert D., Comp.
Well Said, Well Spoken: 736 Quotable Quotes for Educators.
PUB DATE- 01
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Anthologies; *Persuasive Discourse; *Public Speaking
IDENTIFIERS- *Anecdotes; Educational Issues; *Quotations

Designed to meet the needs and interests of busy principals and teachers, this easy-to-access collection of quotations can be used as "attention-getters, point-makers, openers, closers, and clinchers for all occasions." The classic and contemporary

based on findings from research project, "Management of Czech Schools: With or Without Teachers' Participation?" supported by the Open Society Institute/Higher Education Support Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrative Organization; *Decision Making; Educational Change; Elementary Secondary Education; Foreign Countries; *Management Systems; Participative Decision Making; Performance Factors; Public Schools; *School Effectiveness; *Teacher Attitudes; *Teacher Morale; Teacher Rights
IDENTIFIERS- Czech Republic

This paper reports on a study that focused on teacher participation in decision making, part of a larger study that looked at management styles in Czech basic schools. There was particular interest in areas of school functioning that went beyond the level of common teachers' work in the classroom. Questionnaires were submitted to school heads and to teachers (N=171) from 9 basic schools (1st through 9th grade). Research methods included interviews with school heads and their deputies, group interviews, observation, and the study of documents. Findings from the study correspond to those from more extensive studies in the field. They indicate that Czech teachers cannot be generally regarded as the ones "interested only in their direct work in the classrooms." Quite often they declare their interest in participation in some whole-school issues, and in issues directly related to education and schooling work. However, quite often, the decision-making process is more on the operational level than on a strategic one. Results also suggest that teachers' participation at the decision-making level does not guarantee better work in the school. (DFR)

ED 455 566 EA 031 093

Pol, Milan; Rabusicova, Milada
Management of Czech Schools: With or without Teachers' Participation?
SPONS. AGENCY- Open Society Inst., New York, NY.
PUB DATE- 97
NOTE- 12p.; Supported by the Research Support Scheme of the Open Society Institute/Higher Education Support Program. Paper presented at the Annual European Conference on Educational Research (Frankfurt, Germany, September 24-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrative Organization; *Decision Making; Educational Change; Elementary Secondary Education; Foreign Countries; *Management Systems; Participative Decision Making; Performance Factors; Public Schools; *School Effectiveness; *Teacher Attitudes; *Teacher Morale; Teacher Rights
IDENTIFIERS- Czech Republic

This paper reports on a study to determine what management styles are being used at Czech schools and the possible reasons for these styles. The study also looked at participatory management in Czech schools and the possible hindrances to its wider adoption and development. Five basic questions were formulated: What management style is typically used? Are school leaders and teachers satisfied with the prevailing school management style?

ED 455 585 EA 031 142

Anderson, Lee; Finnigan, Kara
Charter School Authorizers and Charter School Accountability.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administrator Role; *Administrators; *Charter Schools; Early Childhood Education; Elementary Secondary Education

The accountability mismatch between the theory and the reality of charter schools and charter-school authorizers in the United States is identified in this report. The roles and characteristics of charter-school authorizers are not well understood, but they are positioned to play a key role in ensuring and enforcing charter-school accountability. This paper begins with an overview of the sample and methodology of the charter-school authorizer study. It is followed by a discussion of the theory and practice of charter-school accountability, presenting data on the role of authorizers. Charter-school accountability is then examined within the larger accountability policy context. The paper concludes with a discussion of the mismatch between the theory and reality of the accountability roles played by charter-school authorizers. Study findings suggest that the key roles authorizers play might become eclipsed by state assessment mandates and other accountability requirements. Charter-school level goal setting is also likely to be usurped by external accountability systems. Hence, the original vision of charter-school accountability is compromised by larger developments in the world of public-school accountability. (Contains 17 references and 6 tables.) (RT)

ED 455 586 EA 031 143

Shurtleff, Carrie; Pirinelli, Lisa; Pfaffenbach, Dennis; Burruano, Joe; Silver, Heather; Foster, Cheryl; Zastrow, Ann
Educational Technology Links for Administrators.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Computers; Early Childhood Education; *Educational Technology; Elementary Secondary Education; *Online Systems; Postsecondary Education; *Reference Services; *Resource Materials; *World Wide Web

This document is a reference collection of World Wide Web links to Web sites involving technology in education. Web resources are categorized into the following nine sections: (1) Publications/Journals/Articles; (2) Grants and Funding Resources; (3) Software/Hardware/Downloads and Demos; (4) Professional Development for Administrators and Technology Coordinators; (5) Curriculum Planning and Technology Integration; (6) Technology Planning; (7) Professional Organizations; (8) Acceptable Use Policies; and (9) Web Portals. Each resource is listed with a heading, Web site (URL), and short descriptive paragraph. Educational administrators can use this guide to locate and assess Web and changes in the educational governance structure, the increasing number of "players" involved in educational policy, and the increased number and seriousness of legal issues. This document describes school board training programs in six southeastern states with emphasis on the training effort in Mississippi funded by the SouthEastern Regional Vision for Education (SERVE). The information is designed to help school board members, superintendents, and policymakers better understand and be able to discuss the critical role of training for school board members. The introduction provides background on the need for school board member training and outlines findings from the subsequent descriptions of the six state training programs. The following section chronicles the development and evaluation of the Mississippi training program. The training programs in Alabama, Florida, Georgia, North Carolina, and South Carolina are also described. Given that the annual turnover rate of board members is approximately one-third and that it commonly takes 6 to 12 months of on-the-job training before new members can function effectively, training programs can enhance a school board's effectiveness significantly. (RT)

ED 455 606   EA 031 183

Safer Schools: Strategies for Educators and Law Enforcement Seeking To Prevent Violence within Schools.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 98
NOTE- 25p.; Includes insert titled "Stopping School Violence: A Dozen Things Parents, Students, Teachers, Law Enforcement, Principals and the Rest of Us Can Do..."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; Government Publications; *Prevention; School Community Relationship; *School Safety; *Violence

Shootings in schools have alarmed parents, teachers, students, community leaders, administrators, and law-enforcement officials. Issues of violence and the presence of weapons in schools will surface as the new school year starts. Local news media will want to know what school and law-enforcement officials have done to ensure that school shootings or other violence will not happen in the community. There are no quick and easy solutions to these issues, but many things can be done to prevent violence, including collaboration between educators, law enforcement, and community. This document is designed as a guide for beginning or enhancing programs and strategies for preventing school and community violence. Many of these program and policy alternatives have been field tested and evaluated. The guide contains key background information, program and policy recommendations on how police and principals can work together, a list of suggested steps for taking action, and examples of how various schools across the country have organized their work in violence prevention. It concludes with a resource list and bibliography providing additional ideas and options. The appendix contains a sample letter to caring parents. (RT)

ED 455 607   EA 031 205

Hayden, Peggy; Frederick, Linda; Smith, Barbara J.; Broudy, Alison
Tasks, Tips and Tools for Promoting Collaborative Community
Teams. Collaborative Planning Project for Planning
Comprehensive Early Childhood Systems.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,
DC.
PUB DATE- 01
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Agency Cooperation; Community Programs;
*Disabilities; Early Childhood Education; *Early Intervention;
Educational Planning; Infants; *Integrated Services;
Interpersonal Communication; Interprofessional Relationship;
*Team Training; *Teamwork; Toddlers; Young Children

This document provides information on tasks, tips, and tools derived from a federally funded project that provided training and technical assistance to local early intervention interagency teams. The project's purpose was to facilitate the establishment of local collaborative teams to work on challenges associated with putting in place a long-term vision for systems change to achieve inclusive, quality, comprehensive early care and education services to young children birth through 5 (or up to age 8) and their families. The tasks, tips, and tools presented in this paper address: (1) deciding why to collaborate; (2) recruiting collaborative team participants; (3) conducting the organizational meeting; (4) creating an effective structure for the team's operation; (5) creating a shared community vision grounded in the community's current context; (6) developing action plans to achieve the vision; (7) methods for implementing collaborative decisions, plans, policies, and procedures; and (8) tracking and evaluating collaborative efforts. Tasks and tips compose the first half of the document. The second half provides various tools that are referenced in the tasks and tips sections. Tools include formats for organizing and running effective meetings and instructions for team activities such as assessing the community context, visioning, and action planning. (CR)

ED 455 628 EC 308 500

Hayden, Peggy; Frederick, Linda; Smith, Barbara J.; Broudy, Alison
Developmental Facilitation: Helping Teams Promote Systems Change.
Collaborative Planning Project for Planning Comprehensive Early
Childhood Systems.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,
DC.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Agency Cooperation; Change Agents; *Change
Strategies; Community Programs; *Consultants; *Disabilities;
Early Childhood Education; *Early Intervention; Educational
Planning; Infants; Integrated Services; Interpersonal
Communication; Interprofessional Relationship; *Team Training;
*Teamwork; Toddlers; Young Children

This document provides information on how internal or external facilitators can support early intervention teams in promoting meaningful change in their communities. The information families of children with autism. Appendices include information on the criteria used to describe autism, additional intervention approaches, and treatment categories. (Contains 61 references.) (CR)

ED 455 647   EC 308 535

Children's Literature & Disability. Resources You Can Use. NICHCY Bibliography 5. Second Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 10p.; For previous edition see ED 389 114.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Attention Deficit Disorders; Attitudes toward Disabilities; Autism; *Bibliotherapy; *Childrens Literature; *Disabilities; Downs Syndrome; Elementary Secondary Education; Hearing Impairments; Learning Disabilities; Mental Retardation; *Picture Books; *Self Concept; *Siblings; Social Cognition; Special Health Problems; Visual Impairments

This bibliography of 95 items is intended to help parents and professionals identify books that are written about or include characters with a disability. The list is grouped according to the following disabilities or issues: attention deficit/hyperactivity disorder, autism, Down syndrome, hearing impairment (including deafness, learning disabilities, mental retardation, physical disabilities, serious medical or life-threatening conditions, sibling issues, visual impairment including blindness) and other disabilities or issues. The appropriate age group or grade level for each book is indicated to assist parents and professionals in determining which of these books meet a specific student's needs, along with publisher and publication date. At times, additional information about the story is indicated. A list of publishers is provided at the end of the document. (CR)

ED 455 648   EC 308 536

Williams, Jane
Adaptations & Accommodations for Students with Disabilities. Resources You Can Use. NICHCY Bibliography 15.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Accommodations (Disabilities); Books; *Curriculum; Diagnostic Tests; *Disabilities; *Educational Strategies; Elementary Secondary Education; *Grading; Journal Articles; Publications; *Resource Materials; Videotape Recordings
IDENTIFIERS- *Testing Accommodations (Disabilities)

This bibliography of 38 items is intended to help teachers and others find information that can guide them in making appropriate changes in the classroom based on the needs of individual students with disabilities. All of the books, articles, and videos listed contain suggestions and techniques that can help teachers and, ultimately, students. A description of each resource is included so that educators can select the ones that are most relevant to their needs and the needs of

ED 455 667 EF 005 154

Johnson, Julie M.; Lang, Dale
Reconnecting Community and School: Initiatives To Expand Children's Environments.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Cooperative Planning; *Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; Public Schools; *School Community Relationship; *Student School Relationship
IDENTIFIERS- *Seattle Public Schools WA; *Washington (Seattle)

This report addresses the expanding role that schools play in a child's everyday life and presents three creative initiatives in Seattle, Washington, designed to reconnect schools with their surrounding communities and help schools meet their growing role as an extended family. The three elementary school case studies, which each address a different aspect of community life, offer insights and approaches that other communities can use to give children a more vibrant daily connection with their communities. These initiatives illustrate the value of parents, grandparents, and others in reconnecting school environments with their communities and the importance of the children's participation in the process. (GR)

ED 455 668 EF 005 856

Dorrell, Angie
Tips for Furnishing the Learning Environment.
PUB DATE- 00
NOTE- 8p.; No longer available online.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Furniture; *Decision Making; Elementary Secondary Education; Guidelines; Public Schools; *Purchasing
IDENTIFIERS- *Learning Environment

This paper presents advice on what questions to ask and what points to consider when purchasing classroom furniture. The suggested questions help purchasers determine how safe and appropriate the furniture is for a particular age group. The paper also provides easy-to-use references that cover planning a furniture purchase, making the actual purchase, and choosing a furniture vendor. (GR)

ED 455 669 EF 005 918

Green, Mark; Doran, Helaine
No Room To Learn: Crowded NYC Schools Jeopardize Smaller Class Size Plans
PUB DATE- 99
NOTE- 31p.; For a one-year follow-up report, see EF 005 956.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; Comparative Analysis; *Crowding; Educational Facilities Improvement; *Educational Research; Elementary Education; *Elementary Schools; Public Schools;

Trade; Language Attitudes; *Language Maintenance; Language Role; Political Issues
IDENTIFIERS- Globalization; North American Free Trade Agreement; *Quebec

This paper considers the options for Quebec in a globalizing economy. Quebec has not only been recognized as being distinct in the Canadian political context, but it is also seen as having a distinct business culture. As Quebec looks to its expanding cultural and economic role within larger zones such as NAFTA and the FTAA, a certain tension has arisen between the forces of cultural and economic expansion on the one hand and those of protectionism on the other. The question is whether Quebec should promote its distinctive language and culture or try to protect it, and are these options mutually exclusive. It is argued that there are indications that the debate has been shifting in favor of the forces favoring vigorous promotion of Quebecois culture as a means of both reinforcing Quebec's national identity and pride in its culture and hastening Quebec's move toward a model of a post-national society. Increasingly, Quebec sees itself developing under the aegis of a supranational authority. Clearly, it will--in collaboration with other partners including the Canadian Federal Government--develop new structures at the level of government, business, and civil society to manage issues of cultural and linguistic identity in a globalized context of diversity. (Contains 24 references.) (Author/KFT)

ED 455 693 FL 026 830

Usuki, Miyuki
The Learning Process Model and Autonomy.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; Foreign Countries; Independent Study; *Learning Motivation; *Learning Theories; Personal Autonomy; Second Language Instruction; Second Language Learning; Student Motivation; Student Role; Teacher Motivation; Teacher Responsibility; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Japan

The paper explores the nature of learning, focusing particularly on the theories of Biggs and Teffler (1989) and their research finding that the quality of learning is the result of the motivation for learning, and that this affects the learners' performance. An alternative theory of learning is offered and ideas for improving the teachers' role are considered. It is concluded that the most important point is learners' awareness of their own learning, and their own autonomy in this regard. The teacher's role is to make learners aware of their own potential based on their understanding of the learners' perspective on learning. In order for this to happen, teacher-learner dialogues need to occur as this is the most effective way for teachers to acquire a more complete understanding of the typical learners' views. Teachers should take on more than just the role of facilitators or helpers in the learners' learning, but also of participants in the learning process. Three diagrams are included. (Contains 17 references.) (KFT)

ED 455 694 FL 026 831

Usuki, Miyuki

"Moo U and the Cambodian Invasion: Nonviolent Ant-Vietnam War Protest at Iowa State University" (Clyde Brown and Gayle K. Pluta Brown); (7) "Fighting the War in the Heart of the Country: Anti-War Protest at Ball State University" (Anthony O. Edmonds and Joel Shrock); (8) "'Hell No--We Won't Go, Y'all': Southern Student Opposition to the Vietnam War" (Stephen H. Wheeler); (9) "Healing from the War: Building the Berkeley Vietnam Veterans Memorial" (Joe McDonald); (10) "Lock and Load High: The Vietnam War Comes to a Los Angeles Secondary School" (Marc Jason Gilbert); (11) "When the Bell Rings: Public High Schools, the Courts, and Anti-Vietnam War Dissent" (Charles Howlett); (12) "Not Born To Run: The Silent Boomer Classes of '66" (Paul Lyons); and (13) "Aftermath: Pennridge High School and the Vietnam War" (W. D. Ehrhart). (Contains 454 references.) (SLD)

ED 455 716 HE 034 170

Bear, John; Bear, Mariah; Head, Tom; Nixon, Thomas
Bears' Guide to the Best Education Degrees by Distance Learning: A Guide to Over 350 Accredited Distance-Learning Degree and Credential Programs for the Aspiring Teacher and Working Educator.
PUB DATE- 01
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Degrees (Academic); *Distance Education; *Educational Administration; Higher Education; Program Descriptions; Teacher Certification; *Teacher Education

This guide describes distance learning opportunities for aspiring teachers and working educators. It contains more than 350 profiles of fully accredited distance-learning degree and credential programs and provides information on meeting teacher licensing requirements. The chapters are: (1) "Teachers, Learners, and the Spaces between Them"; (2) "For Aspiring Teachers Who Wish To Complete a Bachelor's Degree"; (3) "Earning a Teaching Credential by Distance Learning"; (4) "Earning a Master's in Education by Distance Learning"; (5) "Earning a Certificate or Specialist Degree by Distance Learning"; and (6) "Earning a Doctorate in Education by Distance Learning." Six appendixes contain information about teacher licensing, checking accreditation, and how to find advice or bend the rules and an annotated bibliography of 28 sources. (SLD)

ED 455 717 HE 034 171

DICES 2001-02 International Directory of Postgraduate Programmes.
PUB DATE- 01
NOTE- 413p.; Produced by Circulo de Progreso.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Degrees (Academic); Foreign Countries; *Graduate Study; Higher Education; *International Education; Profiles; Program Descriptions

This guide provides a detailed analysis of the leading recommendations to enhance policy related to international students and to facilitate the recruitment of international students to Canadian educational institutions. The AUCC recommends that the Immigration and Refugee Protection Act place a stronger emphasis on facilitating the recruitment of international students. It also recommends that should an in-Canada landing class for international students be created, a clear distinction be drawn between the student authorization process and the process of becoming a landed immigrant. The AUCC recommends that international students be allowed to work part-time off-campus during the school term and over holidays, and that visitors to Canada be allowed to change their visa status from visitor to international student from within Canada's borders. The AUCC recommends that the medical processing of international students be expedited as is currently being done on a pilot basis for Latin American and some other immigrants. The AUCC also recommends the development of a system of student visas differentiated by education subsector. (SLD)

ED 455 737 HE 034 199

Rankin, Elizabeth
The Work of Writing: Insights and Strategies for Academics and Professionals. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Higher Education; *Professional Personnel; *Writing (Composition); Writing for Publication; Writing Skills

This book focuses on the work of writing, dealing with the thinking, strategizing, and decision making that academic and professional writers do. It also deals with the complex issues of purpose, audience, genre, and voice that all writers face. The chapters are: (1) "The Work of Writing"; (2) "Contributing to the Professional Conversation"; (3) "Meeting Readers' Needs and Expectations"; (4) "Finding Your Professional Voice"; and (5) "Seeing the Project Through." Three appendixes discuss organizing a writing group, sample book proposal guidelines, and good books about writing. (SLD)

ED 455 738 HE 034 200

Edwards, Helen, Ed.; Smith, Brenda, Ed.; Webb, Graham, Ed.
Lecturing: Case Studies, Experience and Practice. Case Studies of Teaching in Higher Education.
PUB DATE- 01
NOTE- 168p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *College Faculty; Discussion (Teaching Technique); Higher Education; *Lecture Method; *Teaching Methods

The essays in this collection explore how different lecturing situations can be handled and how lecturing confidence and techniques can be improved. The book covers a wide range of scenarios in these chapters: (1) "Learning from Objectives" in this paper are those that relate to the interview and observational legs of triangulation in conjunction with possible avenues for document analysis. Various strategies for testing online qualitative inquiries are considered and discussed related to their potential value to the inquiry process. The inquiry in this case centers on methodological implications for data collection and their impact on the qualitative process in online situations or by electronic means. (Contains 33 references.) (Author/AEF)

ED 455 758   IR 020 714

Bishop, Mary Jean; Cates, Ward Mitchell
A Model for the Efficacious Use of Sound in Multimedia Instruction.
PUB DATE- 00
NOTE- 12p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Recent technological advances now make possible full integration of sound in instructional software. This paper explores the systematic use of sound to enhance learning and the operations and limiting factors of information-processing. It illustrates a model of the "instructional communication system" based on a combination of information-processing and communication theories. The model identifies and characterizes the way sound might be used to optimize learning from multimedia instruction. (Contains 45 references and 11 figures.) (Author/AEF)

ED 455 759   IR 020 715

Blocher, J. M.; de Montes, L. Sujo; Tucker, G.; Willis, E. M.
Preparing Teachers To Integrate Technology Using Constructionist Methodology: Don't Teach Me How I Know I Should Teach; Teach Me How I Want To Be Taught.
PUB DATE- 00
NOTE- 8p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Practices; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; Learner Controlled Instruction; Preservice Teacher Education; Professional Development; *Teaching Methods; Teaching Models
IDENTIFIERS- *Technology Integration

This paper describes a study conducted by Northern Arizona University's Educational Technology faculty regarding training teachers for the integration of technology and the promotion of learner-centered instruction. Participants included traditional pre-service students enrolled in a required "Technology in the criticisms. The discussion yields positive support for the possibility of supporting a Constructivist Theory of Learning and Instruction without adopting a Postmodernist stance. The following conclusions are drawn: (1) a close theoretical-practical connection is assumed to be a defining element of Constructivist Theory and can be given support independent of a Postmodernist framework by appealing to a broader notion of rationality that is objectively grounded and co-extensive with the prescriptive idealization of education, and (2) a theoretical exploration of practical cognitive and non-cognitive tools reveals a connection between these tools with prescriptive elements valuable to Constructivism and evolving education. The recommendation is made that, depending on how they are used, objective standards of learning and evaluation are not problematic for Constructivist instruction. (Contains 55 references.) (Author/AEF)

ED 455 778 IR 020 734

Malopinsky, Larissa; Kirkley, Jamie; Stein, Richard; Duffy, Tom
An Instructional Design Model for Online Problem Based Learning (PBL) Environments: The Learning To Teach with Technology Studio.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Technology; *Instructional Design; Instructional Development; Online Systems; *Problem Based Learning; *Problem Solving; Professional Development; Teaching Models; World Wide Web

Problem-based learning (PBL) is often promoted in response to the current need to offer authentic and effective professional education. PBL is a curriculum development and instructional system that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem solvers confronted with an ill-structured problem that mirrors real-world problems. Traditionally, PBL is used in face-to-face environments, with a facilitator guiding collaborative teams of students in solving a problem. This paper provides a discussion of the theoretical and methodological implications of designing a problem-based professional development system on the Web, and describes an instructional design model for designing such a system, called the Learning to Teach with Technology Studio (LTTS). This model should help instructional designers better understand the theory and methodology of online problem-based learning and enable them to adapt it as needed for their own online learning environments. The model should also help support new models of professional development for K-12 teachers. Before discussing the instructional model used in the design of LTTS, the theoretical framework that was used as the basis for its development is addressed. (Contains 46 references.) (AEF)

ED 455 779 IR 020 735

the instructor, there were concerns about new pedagogy, technology, and workload. Based on these issues, instructional interventions were suggested and an overall evaluation was conducted through an online survey. The approach adopted, findings identified, and recommendations made in this study will have implications for other instructors and instructional designers, especially those teaching online for the first time. (Contains 27 references.) (Author/AEF)

ED 455 798 IR 020 754

Wilson, Frank; Dwyer, Francis
Effect of Time and Level of Visual Enhancement in Facilitating Student Achievement of Different Educational Objectives.
PUB DATE- 00
NOTE- 7p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Animation; Educational Objectives; Information Processing; Instructional Design; Learning Strategies; Teaching Methods; *Visual Aids; *Visual Learning; Visualization

The purpose of this study was to determine: (1) how different types of dynamic visual facilitate the achievement of specific types of educational objectives; (2) whether the use of dynamic visualization influenced the amount of time needed by learners to process the information; and (3) whether there is an interaction between the amount of time learners view the animation and the different levels of dynamic visualization. Two hundred students were randomly assigned to four treatments, received their respective instructional presentation and received four individual criterion measures. Results indicated that insignificant differences in achievement existed among the visual treatment groups on all criterion measures and that an insignificant interaction was found to exist between time and dynamic visualization. (Contains 11 references and 5 tables.) (Author/AEF)

ED 455 799 IR 020 755

Winograd, David
The Effects of Trained Moderation in Online Asynchronous Distance Learning.
PUB DATE- 00
NOTE- 10p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Discussion (Teaching Technique); *Distance Education; *Group Discussion; Instructional Development; Online Systems; *Teleconferencing

Online computer conferences used to assist distance learning learner support model in dual-mode institutions, and developing systematic methods to identify, analyze, synthesize, and assess the needs of distance learners. (Contains 63 references.) (Author/AEF)

ED 455 816 IR 020 772

Doucette, Mary Ann
Expanding the Human Performance Technologist's Repertoire: Knowledge Management, Organizational Learning and Human Performance Technology Literature Review.
PUB DATE- 00
NOTE- 7p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Human Resources; Improvement Programs; Organizational Development; *Performance; *Performance Technology; *Personnel Evaluation; Professional Development
IDENTIFIERS- *Knowledge Management; *Organizational Learning
Successful performance improvement efforts draw from such disciplines as psychology and systems theory, and from the fields of instructional design and human resource development. Both knowledge management and organizational learning are valuable additions to the human performance technologist's repertoire for performance analysis and intervention selection. Future endeavors in research should provide empirical evidence of the value of knowledge management and organizational learning to organizational performance. The study of knowledge management and organizational learning is currently moving towards broad-based, empirical research. The knowledge gained from this research will enable human performance technology researchers and practitioners to implement interventions based on tested models, and proven processes and outcomes of knowledge management and organizational learning. This paper discusses how the human performance technologist can augment human performance analysis and solution planning by drawing from knowledge management and organizational learning literature. (Contains 26 references.) (Author/AEF)

ED 455 817 IR 020 773

Taricani, Ellen
Three Approaches to Teaching the Same Subject at Two Universities.
PUB DATE- 00
NOTE- 9p.; In: Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (23rd, Denver, CO, October 25-28, 2000). Volumes 1-2; see IR 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affiliated Schools; Conventional Instruction; Cooperative Learning; *Cooperative Programs; Higher Education;

standards that Math on the Web developers should be considered with is given, along with the role each standard plays in the HTML Platform. The role of MathML for dynamic math in Web pages and the HTML Platform versus advantages of the proprietary, single-vendor platforms, are discussed. A list of available software packages that have some level of MathML support is given, followed by descriptions of products in the works that support MathML and the HTML Platform. (Contains 32 references.) (AEF)

ED 455 836 IR 020 860

Kupperman, Jeff; Weisserman, Gary; Goodman, Fred
The Secret Lives of Students and Politicians: Online and Face to Face Discourse in Two Political Simulations.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14 2001). Light type may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Communication (Thought Transfer); Computer Assisted Instruction; *Computer Mediated Communication; Computer Simulation; *Games; High School Students; High Schools; Online Systems; Political Issues; Telecommunications

This study focuses on alternative ways of thinking about the experiences of two cohorts of high school students participating in separate political simulations, one about peace negotiations in the Middle East (the Arab-Israeli Conflict simulation, or AIC), and one focusing on domestic American policy issues (the Conflix Project, or Conflix). Both simulations involve several different forms of intensive communication: online communication with other participants; online communication with college and high school mentors; face-to-face decision-making dialogue with other players and teachers; and online face-to-face out-of-character debriefing discussions. By examining the ways student participants utilized each mode of communication in either activity, the research explores how new educational experiences might be created, drawing on the strengths of both in-person interactions and online communication. (Contains 68 references.) (AEF)

ED 455 837 IR 020 861

Pikula, Karen
Gender and Computer Education: An Observation of At Risk Girls in Class.
PUB DATE- 00
NOTE- 57p.; Some images may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Computer Assisted Instruction; Computer Attitudes; Computer Uses in Education; Elementary Secondary Education; *Females; *High Risk Students; *Student Attitudes; *Student Motivation
IDENTIFIERS- Single Sex Classes

This paper presents results of a 23-day observation of 36 girls in all-girl math and computer classes at a public school's enrichment summer session for at-risk girls. Ages of the

IDENTIFIERS- *Raritan Valley Community College NJ

This article makes an argument for including a capstone, or end-of-term, business simulation course in community college business curricula. The International Business Practice Firm (IBPF), a worldwide virtual business network, is proposed as a foundation for such a course. The author argues that, in general, graduates of college business programs lack the necessary skills to apply theory to practical business situations, are deficient in the application of technology in business, are unfamiliar with the structural features of a business entity, and lack the global perspective to do business in today's economy. The objectives of a capstone simulation course are in line with recent policy statements from the Policies Commission for Business and Economic Education on the direction community colleges should be taking in their business programs. Benefits of a capstone simulation course include the development of workplace competencies, fostering an awareness of the global business climate, and providing relevant business technology skills. A course of this nature should be flexible to address the needs of career, transfer, and continuing education students. The advantage of an IBPF format for a community college over typical published business simulation games is the ability to integrate hands-on business skills with the managerial decision-making aspects of running a business. (JA)

ED 455 855 JC 010 443

McPhail, Irving Pressley; McPhail, Christine Johnson; Smilkstein, Rita
Culture, Style, and Cognition: Expanding the Boundaries of the Learning Paradigm for African-American Learners in the Community College.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; *Cognitive Processes; Community Colleges; Cultural Differences; *Ethnic Groups; Learning Processes; *Learning Strategies; Two Year Colleges
IDENTIFIERS- Community College of Baltimore County MD

This paper presents research, theory, and practice that indicate different cultures have different cognitive styles and that culturally diverse students become more successful learners when these differences are taken into account in the classroom. This theory of "culturally mediated education" enriches the conceptual basis of the learning, or student-centered, paradigm, making it a powerful alternative to the widely used unmediated instruction, or teacher/content-centered, paradigm. The paper describes the Nairobi Method's successful culturally mediated approach to education, which purports that miseducated adults can be motivated through intellectual excitement, knowledge of the educational system, and their own history. African-American learners utilize strategies that are universalistic, intuitive, and person-oriented. This cognitive style contrasts markedly from that of learners who are most successful in the Eurocentric schooling process, and who employ an information processing strategy that is sequential, analytical, or object-oriented. American community colleges now support the learning paradigm and the vision of the learning college. However, if African-American learners are to benefit from this important paradigm shift in the community college, the following recommendations for classroom practice deserve careful consideration: each learning facilitator must explore his/her values, opinions, attitudes, and beliefs in terms of his/her cultural origin; and each learning facilitator must create an empowerment culture for learners in the classroom and beyond. (Contains 78 references.) (JA)

ED 455 856 JC 010 452

Hungar, Julie Yearsley; Lieberman, Janet
The Road to Equality: Report on Transfer for the Ford Foundation.
PUB DATE- 01
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Case Studies; College Transfer Students; *Community Colleges; Diversity (Student); Remedial Instruction; Student Mobility; *Transfer Policy; *Transfer Programs; Transfer Rates (College); Two Year Colleges
IDENTIFIERS- California; Florida; Michigan; New York; Texas; Virginia; Washington

This report presents the findings of a national study initiated by the Ford Foundation to examine the policies affecting community college transfer, including obstacles to transfer and successful models for overcoming those obstacles. The first part of the document outlines current changes in higher education and identifies factors that encourage as well as discourage transfer. The factors promoting transfer identified in the report include: (1) action at the federal and state level; (2) collaboration between community colleges and baccalaureate institutions; (3) targeted efforts within colleges and universities; (4) increased role of faculty; and (5) effective administrative leadership. Case studies of seven states (California, Florida, Michigan, New York, Texas, Virginia, and Washington) demonstrate the complexities of transfer and the differences among states in both policy and practice. The authors provide recommendations for improved practice in the areas of: (1) financial aid; (2) academic issues; (3) admission and registration; (4) transfer practices; (5) incentives; and (6) remedial education. (Contains 20 tables, 7 figures, and 36 references.) (KS)

ED 455 857 JC 010 515

Drury, Richard L.
Entrepreneurship Education in the Virginia Community College System: A Doctoral Dissertation.
PUB DATE- 99
NOTE- 171p.; Doctoral Dissertation, George Mason University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Business Education; College Role; *Community Colleges; Community Development; Economic Development; Economics Education; *Education Work Relationship; *Entrepreneurship; *School Business Relationship; *Small Businesses; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Virginia

This dissertation discusses the results of two surveys--one of community college presidents and one of community college students--conducted to determine the existing and planned entrepreneurship credit and noncredit programs within the Virginia Community College System (VCCS) and the interest in collaboratively across institutions. The e-merge project is serving a major integrating function for innovative work at institutions and at the center. This document discusses several other projects in detail, as well as expenditures, revenues, and other financial information. (JA)

ED 455 877   JC 010 552

Accreditation Notes, 2000.
PUB DATE- 00
NOTE- 26p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accreditation (Institutions); *Community Colleges; *Educational Assessment; Educational Change; Educational Planning; Institutional Evaluation; Newsletters; Quality Control; Two Year Colleges
IDENTIFIERS- *Accreditation Standards

The newsletters of the Accrediting Commission for Community and Junior Colleges (ACCJC) (California) provide commission news and discussions on current issues and policies regarding institutional accreditation. The January 2000 issue states that recent annual reports submitted by member institutions to ACCJC have revealed confusion about what constitutes an institutional change that should be reported to the commission as substantive. Sometimes, an institution plans a change between comprehensive evaluations that is substantive--a change altering the objectives or the scope of the institution, modifying the nature of the constituencies it seeks to serve, or changing the geographic area(s) served. The April 2000 issue discusses Project Renewal, an evaluation plan that is being implemented at a time when a significant list of issues with quality assurance implications confronts American higher education: distance learning; virtual libraries and the rapidly changing concept of information literacy; and sequential or simultaneous enrollment in a number of life-long learning institutions. The June 2000 issue discusses appointments made to the commission, and the October 2000 issue presents the 2000 Accreditation Survey results, which included very high approval ratings for current accreditation standards. Respondents were pleased with ACCJC's efforts to communicate with, train, and assist colleges. (JA)

ED 455 878   JC 010 553

University of Alaska Anchorage Student Information, Fall 1999 Opening.
PUB DATE- 00
NOTE- 110p.; For Fall 2000 information, see JC 010 554.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Enrollment; Enrollment Trends; Higher Education; *Institutional Characteristics; Tables (Data)
IDENTIFIERS- Alaska; *University of Alaska Anchorage

This statistical document from the University of Alaska Anchorage provides charts and graphs regarding students and student activities at the college and its community college campuses in the fall of 1999. Included is information on student headcount and credit hours, majors by specific college within the university, credit hours by discipline, and student head counts and majors at their branch campuses. Overall, at the main

Professional Staff; (6) Leadership; and (7) Social Role and Future Perspectives. At the end of each section, there is a bibliography for further reading. (NB)

ED 455 898   JC 010 580

Windham, Patricia
A Comparison of Associate in Arts Transfer Rates between 1994-95 and 1998-99.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Associate Degrees; Blacks; *College Transfer Students; *Community Colleges; Degrees (Academic); Females; Longitudinal Studies; Males; Minority Groups; *Transfer Rates (College); *Two Year College Students; Two Year Colleges; Whites
IDENTIFIERS- *Florida Community College System

This study of the of the Florida Community College System compares Associate of Arts (AA) transfers over a five-year period, from 1994-95 to 1998-99. The study tracked transfers with Florida's centralized student database system, which uses social security numbers as student identifiers. It included only students who completed the AA degree, and specifically looked at transfers in the first year after completion of this degree (although the first cohort, 1994-95, was tracked for the entire five-year period). Results indicated that: (1) the 1994-95 cohort had a first-year transfer rate of 63%; (2) the first-year transfer rate declined to 58% for the last cohort of 1998-99; (3) during 1998-99, Asian, Hispanic, black and white student transfer declined, while Indian transfer increased by less than one percent; (4) more males transferred after earning an AA degree, although more females actually completed the AA degree; and (5) younger students transferred at higher rates than older students did. In addition, when the initial 1994-95 cohort was tracked for five years, results showed that 71% transferred during this period, up 8% from the initial first-year transfer rate. (Contains 11 references and 11 tables.) (LD)

ED 455 899   JC 010 583

Service Learning and Community Colleges: Building a National Network. Final Progress Report.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Financial Support; Grants; Program Descriptions; *School Community Programs; *Service Learning; Two Year Colleges

This is the final progress report for the American Association of Community College's (AACC's) Learn and Serve America Program. It covers the time period between September 1, 1994 and August 31, 1997. The goal of the program is to develop an infrastructure for service learning at America's community colleges. Outcomes show that all 10 colleges that have participated in the program no longer rely upon AACC funds for program maintenance, and that the programs have made

The book continues with a discussion of brain research during early development. Reading-aloud sessions are presented as the perfect opportunity for the type of conversations with children that have been linked to IQ development and as an opportunity for parents and children to connect emotionally with one another. The power of reading aloud to children is illustrated through anecdotes about teachers reading to their students and stories about memories of being read to as a child. The book recommends starting to read aloud to children the day they are born, developing a routine that works for the family, and developing a ritual for reading aloud at night. Suggestions are given for reading stories in an entertaining manner and enriching read-aloud sessions through spontaneous reading games, and encouraging children to write. The book also explains how reading comprises three clearly defined and separate "secrets"--understanding print, understanding language, and understanding how the world works (general knowledge)--explaining that when children do not learn to read or loathe reading, it is often because too great a focus has been placed on only one of the secrets of reading. Suggestions are made for selecting books for children of different ages, and how to make reading as attractive to children as watching television is also discussed. The book closes with a discussion of dealing with challenges that arise when children are beginning to read. (KB)

ED 455 918 PS 029 652

Delfos, Martine F.
Me escuchas? Como conversar con ninos de cuatro a doce anos (Are You Listening to Me? Communicating with Children from Four to Twelve Years Old).
PUB DATE- 01
NOTE- 158p.
LANGUAGE- Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Child Development; *Children; *Interpersonal Communication; Interviews; *Parent Child Relationship; *Questioning Techniques; *Teacher Student Relationship
IDENTIFIERS- Adult Child Relationship; *Conversation; Conversational Flow

Although talking to children is a daily activity for almost everyone at some stage in one's life and an essential activity for professionals who work with children, there is little research on activity. This Spanish-language book describes communication with children between the ages of 4 and 12 years, focusing on open question-and-answer sessions with children, especially those sessions related to therapeutic assistance for children and conversations in school. Following a general introduction in Chapter 1, chapter 2 presents information on child development from ages 4 to 12. Chapter 3 discusses the characteristics of conversing and interviewing, including conversation quality, conditions for communication, meta communication, conversation partners' expertise and interests, loyalty, language skills and closeness, and transference and countertransference. Chapter 4 discusses techniques of conversing and interviews, focusing on the structure of a conversation and types of questions. Chapter 5 discusses conversing based on children's age with regard to meta

CQO Children Go to School. NCEDL Spotlights, No. 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpted from "The Children of the Cost, Quality, and Outcomes Study Go to School" by Ellen Peisner-Feinberg, Margaret Burchinal, Richard Clifford, Noreen Yazejian, Carollee Howes, Patricia Byler, Mary Culkin, Janice Zelazo, Sharon Lynn Kagan, and Jean Rustci, Executive Summary, June 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Cognitive Development; *Day Care; Early Childhood Education; *Elementary School Students; Followup Studies; *Language Skills; Longitudinal Studies; *Outcomes of Education; Social Development
IDENTIFIERS- *Day Care Quality

This report details findings of the Cost, Quality, and Outcomes (CQO) Study, which examined the influence of typical center-based childcare on children's development during their preschool years and then subsequently as they moved into elementary school. Among the major findings of the study are that children who attended higher quality childcare centers scored higher on cognitive and social skills measures in childcare and through the transition into school. This influence of childcare quality was important for children from a wide range of family backgrounds. Childcare quality prior to school entry affected children's development at least through kindergarten. For math skills and problem behaviors, children whose mothers had lower levels of education benefited even more from high quality childcare, with these influences sustained through second grade. The quality of childcare classroom practices was related to children's cognitive development, while the closeness of the caregiver-child relationship influenced children's social development through the early school years. The report concludes with discussion of implications for practice and policy, focusing on fiscal strategies, system and program change strategies, and professional preparation and compensation approaches. (KB)

ED 455 937 PS 029 699

Public Schools & PreK Services. NCEDL Spotlights, No. 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpted from "Almost a Million Children in School before Kindergarten: Who Is Responsible for Early Childhood Services?" by Richard M. Clifford, Diane M. Early, and Tynette Hills, which appeared in the September 1999 issue of "Young Children," volume 54, number 5, pp.48-51.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Disabilities; *Educational Policy; *Preschool Education; Program Descriptions; Public Policy; *Public Schools; *Role of Education
IDENTIFIERS- Elementary Secondary Education Act Title I; Individuals with Disabilities Education Act; Project Head Start

This report summarizes how preschool children are served by or through local and state education agencies and the types of programs offered. The report presents the number of children home visiting program. The evaluation had, from its inception, included data collection and analyses regarding engagement; however, a reassessment of research questions driving the evaluation shifted engagement from a secondary role as a predictor of outcomes to a primary focus of the research. Data gathered as part of the PAT evaluation were used to explore the multiple dimensions of parental engagement and key factors influencing the dynamic engagement process. Following an introductory chapter, chapter 2 of the report describes data sources and analysis methods. Chapter 3 highlights the multiple dimensions of parental engagement in the PAT home visiting program; this is followed in chapter 4 by an analysis of the characteristics of parents that appear to be related to different levels and kinds of engagement. Chapter 5 considers the characteristics and perspectives of parent educators as they relate to parental engagement. Chapter 6 considers the implications that the subject matter of home visiting--information about parenting and child development that is intended to improve parenting behaviors--has for engagement. Strategies for encouraging greater engagement that parent educators report to be effective are outlined in chapter 7, and the final chapter summarizes the findings and remaining questions that could guide further research. Findings include the following: (1) engagement is multidimensional; (2) some dimensions of engagement are independent of others; (3) there is no single profile of an engaged parent; (4) some assumptions regarding barriers to engagement appear to be inaccurate; (5) "intangibles" in the lives of families may be significant influences on engagement; (6) some parent educator qualities were fairly universally reported as crucial to engaging parents successfully; (7) the PAT program's focus on child development and parenting behaviors poses particular challenges for engaging parents; and (8) parent educators use a variety of implicit and explicit strategies to engage parents. (Contains 12 references.) (EV)

ED 455 958   PS 029 727

Wagner, Mary; Spiker, Donna
Experiences and Outcomes for Children and Families: Multisite Parents as Teachers Evaluation.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, NC.; National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.; Robert Wood Johnson Foundation, Princeton, NJ.; Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 145p.; Produced with Frances Hernandez, Julia Song, and Suzanne Gerlach-Downie. SRI Project P07283.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Child Health; *Home Visits; Infants; Knowledge Level; Low Income Groups; Parent Attitudes; *Parent Education; *Parents; *Parents as Teachers; Participant Characteristics; Program Effectiveness; Program Evaluation

The Parents as Teachers (PAT) program is increasingly turned to as an option in broadening parent education and family support program offerings. In order to provide evidence of PAT's effectiveness in general and with low-income families in particular, a public-private partnership was formed to conduct a multi-site evaluation in three communities. Participating in the evaluation were 667 families with infants up to 8 months of age. Families in each community were randomly assigned to a participant or control group. The participant group was offered and evaluation criteria for determining that the goal has been achieved. A glossary of terms is included. (SV)

ED 455 979   RC 022 682

Youth Field Day Planning Guide.
PUB DATE- 99
NOTE- 17p.; "The Wisconsin Department of Natural Resources would like to thank the Pennsylvania Game Commission for the content of this guide."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Planning; Environmental Education; Field Instruction; *Nonschool Educational Programs; *Outdoor Activities; Recreational Activities; *Safety; Volunteers; *Youth Programs
IDENTIFIERS- Shooting Sports; *Sports Clubs

Youth field days expose children to outdoor activities, land use ethics, and habitat conservation and encourage adults to be mentors in these areas. A typical youth field day could have programs in archery, fishing, boating, shooting, or safety. The event requires a diverse steering committee that usually includes sporting clubs and state department of natural resources staff. At least three planning meetings should take place, starting 6 months in advance. The first meeting should cover where and when the event will be; how many participants can be accommodated; what activities will be held; event committee selection; and how the event will be publicized, paid for, and insured. The second meeting should include committee progress reports, where prizes and donations will be kept, how registration will be handled, ensuring that enough volunteers will be on hand, and offering exhibit/demonstration space to area organizations. Meeting number 3 will be about 2 weeks before the event date; committees should be able to assure that they are ready and should talk about safety, a primary concern. On the day of the event, an early morning meeting to review safety, registration, staff communication, and media coverage details will be helpful. Contributors and volunteers may be thanked at lunchtime, and a mid-afternoon rest is a good idea. A wrap-up meeting should be held within 2 weeks for tying up loose ends and review. (TD)

ED 455 980   RC 022 695

Stoll, Amy, Ed.
Reclaiming Native Education: Activism, Teaching and Leadership.
SPONS. AGENCY- Massachusetts Cultural Council, Boston.
PUB DATE- 98
NOTE- 69p.; Theme issue. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Activism; *American Indian Education; American Indians; Culturally Relevant Education; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *Indigenous Populations; Language Maintenance; Maori (People); Maya (People); Mexicans; *Self Determination

The bulk of this theme issue of Cultural Survival Quarterly consists of a 41-page "focus" section on indigenous peoples' efforts to regain control of their children's education and on

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Adolescents; Family Characteristics; *Family Relationship; Longitudinal Studies; *Resilience (Personality); *Rural Family; Rural Farm Residents; Rural Schools; *Rural Youth; Secondary School Students; Social Capital; Student School Relationship; Success
IDENTIFIERS- Family Community Relationship; *Family Farms; Farm Crisis; Intergenerational Relationship; Iowa; Life Course

Based on the rural life experiences of Iowa children who grew up during the great farm crisis of the 1980s, this book focuses on successful adolescent development and its links to the social resources of families with ties to the land. In 1989, the Iowa Youth and Families Project began a panel study of 451 two-parent families in north central Iowa. Each family included a study child in seventh grade and a near sibling; 75 percent of families had ties to the land--active farming, recent displacement from farming, or parental farm background. Data were collected annually, 1989-92, and again in 1994 when the study child was in 12th grade. The study used a life-course approach to identify the chain of influences by which exposure to life in a farm family affects the relative success of rural youth. Success includes academic achievement, self-confidence, maturity, social competence and status, and avoidance of problem behavior. The influences of family continuity in agriculture, family resourcefulness, children's productive work, family ties to and leadership in the community, grandparents, church attendance, and student participation in school activities and youth programs are examined in relation to adolescent development of competence and resilience in the face of adversity. Appendices present methodology, indicators used, and data tables. (Contains approximately 270 references, extensive notes, and an index.) (SV)

ED 455 998   RC 023 116

McKinney, Martha M.
Northeast Conference on Rural HIV Service Delivery (Burlington, Vermont, October 23-24, 2000). Summary Report.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Community Health Services; *Delivery Systems; Distance Education; *Educational Needs; Health Needs; Health Personnel; Models; *Professional Continuing Education; Professional Training; Public Health; *Rural Areas
IDENTIFIERS- *Access to Health Care; *Training Needs; United States (Northeast)

The Northeast Conference on Rural HIV Service Delivery was attended by 51 health and social service professionals, people with HIV, and federal and state health officials with expertise or interest in developing HIV care capacity in rural areas. Low population density, low prevalence of HIV/AIDS, rugged topography and climate, and limited health care infrastructure were identified as access barriers for rural people living with HIV. Three models presented for delivering health and support services to rural residents with HIV were urban outreach, community-based physician networks, and shared care. HIV continuing professional education programs for rural providers should be responsive to local variations in health care delivery, time effective, case-specific, and provided at little or no cost. Rural areas need primary care physicians and mid-

The U.S. Hispanic population is growing rapidly, fueled by both immigration and high fertility rates. Although census figures indicate that about 64 percent of Hispanics are of Mexican origin, the Latino population is very diverse in terms of self-identified ethnicity. Younger age groups of Latinos are growing at a disproportionately faster rate than those of other racial groups. Today's Latino youth are the largest minority youth group in the United States and may make up the majority of the workforce when they reach middle age. Although Latinos do not comprise a single, monolithic community, issues that bring them together include maintenance of culture and the Spanish language, family values, immigrant rights, poverty, and work ethic. While Latino males have high labor force participation, their low wages and seasonal employment leave them in poverty. Their poverty is persistent and increasing, characterized by low levels of education and low participation in public assistance programs. Latino youth have disproportionately low rates of high school graduation and college attendance. Opponents of bilingual education, culturally relevant education, and affirmative action propose genetic or cultural deficits as the cause, ignoring links to inequitable school resources, low teacher expectations, and tracking systems. Needs for research on Latino youth are outlined. Eighteen data tables present demographic, poverty, employment, dropout, enrollment, and educational attainment data. (Contains 68 references and suggested readings.) (SV)

ED 456 015 RC 023 151

Rural and Small Schools: Education for a New Era. Proceedings of the Annual Rural & Small Schools Conference (22nd, Manhattan, Kansas, October 29-30, 2000).
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Educational Change; *Educational Practices; Educational Strategies; Elementary Secondary Education; *Rural Education; Rural Schools; School Administration; Small Schools
IDENTIFIERS- Technology Based Instruction

This proceedings contains 25 presentations and summaries of presentations from the 22nd annual Rural and Small Schools Conference held at Kansas State University. Entries of three or more pages are: "Technical Education for Rural Kansas" (Ralph Beacham); "Galactic Explosion at Cool School" (summer science program) (Sue Hagedorn); and "School Leadership for the New Millennium: Rural/Small School Leadership" (Don Kussmaul). Other presentations pertain to curriculum development, a behavioral disabilities program, standards-based mathematics, program evaluation, technology mentors, nontraditional education, character education, technology-based educational strategies, after-school programs, multiple intelligences, all-day kindergarten, violence prevention programs, public engagement, grant writing, school reorganization planning, and student evaluation. (SV)

ED 456 016 RC 023 161

Employment Needs of Amish Youth. Hearing before a Subcommittee of the Committee on Appropriations, United States Senate, One Hundred Seventh Congress, First Session. Special Hearing.
PUB DATE- 01

ED 456 036 SE 065 110

Knowing and Learning Mathematics for Teaching: Proceedings of a Workshop (March 19-21, 1999).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Knowledge Base for Teaching; *Mathematics Instruction; Mathematics Teachers; Professional Development; *Teacher Education

The Mathematics Teacher Preparation Content Workshop, held March 19-21, 1999, focused on two questions: (1) What is the mathematical knowledge teachers need to know in order to teach well? and (2) How can teachers develop the mathematical knowledge they need to teach well? Chapters include: (1) "Knowledge of Fundamental Mathematics for Teaching" (Liping Ma and Cathy Kessel); (2) "Elementary Teachers and Essential Mathematical Knowledge" (Mark Saul); (3) "What Is Fundamental Mathematics?" (Genevieve Knight); (4) "What Mathematical Knowledge Is Entailed in Teaching Children to Reason Mathematically?" (Deborah Loewenberg Ball and Hyman Bass); (5) "Reaction to the Presentation by Deborah Ball and Hyman Bass" (James Lewis); (6) "Analyzing Student Thinking" (Virginia Bastable); (7) "Remodeling Mathematical Tasks" (Olga G. Torres); (8) "Analyzing Student Work" (Michaele F. Chappell); (9) "Managing Class Discussion" (Erick Smith); (10) "Perspectives from a Mathematician" (Alan Tucker); (11) "Perspectives from a Mathematics Educator" (Deborah Schifter); (12) "Perspectives from the Community College" (Gladys Whitehead); (13) "Student Curriculum Materials: Japanese Teachers' Manuals" (Shin-ying Lee); (14) "Student Curriculum Materials: Investigations in Number, Data, and Space" (Marco Ramirez); (15) "Case Materials" (Carne Barnett); (16) "Programs and Practices" (Deborah Schifter, Virginia Bastable, and Jill Bodner Lester); (17) "Video as a Delivery Mechanism" (Bradford Findell and Deborah Loewenberg Ball); (18) "Looking at Textbooks" (Richard Askey); (19) "The Professional Growth of a Classroom Teacher" (Carol Midgett); (20) "The Importance of Mathematical Content" (Alice Gill); (21) "NSF and Teacher Preparation Programs" (James Lightbourne); and (22) "Where Are We? Moderator's Summary" (Joan Ferrini-Mundy). (ASK)

ED 456 037 SE 065 134

Me & Isaac Newton. Videotape and KIDSNET Guide for Educators.
PUB DATE- 01
NOTE- 0p.; A film by Michael Apted. Film part of the Cinemax Reel Life Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Films; High Schools; *Interdisciplinary Approach; Language Arts; Mathematics; Middle Schools; *Science Activities; Science Education
IDENTIFIERS- Newton (Isaac)

This videotape records the stories of 7 scientists, 3 women and 4 men who range in age from 33 to 81. Beginning with their earliest scientific questions and including their most personal ponderings, the scientists reveal their histories and decision-making skills are addressed. While SL provides opportunities within the community for students to participate in learning activities that use their academic and vocational competencies, STW helps students make tentative career choices and develop educational goals aimed at achieving vocational and personal satisfaction. The document lists 13 commonalities and 3 differences between SL and STW. The document is organized as follows: section 1 contains citations from the National Service Learning Cooperative database involving school-to-work; section 2 lists resources from governmental agencies dealing with SL and STW; and section 3 lists Web sites that have comprehensive discussions of issues, topics, and definitions of SL and STW. (BT)

ED 456 058 SO 031 564

MacDonald, David R.
Decisions, Decisions. 12th Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Business Education; Economics; Economics Education; Financial Problems; Grade 12; High Schools; *Money Management; Role Playing; Social Studies
IDENTIFIERS- Financial Analysis; *Financial Planning

This grade 12 lesson provides students with an understanding of real world investing and of the effects of day to day decisions on their financial futures. The lesson is based on a fictitious situation in which a financial management consultant (the student) must help a new widow with young children put her finances in order after her husband's death. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, its correlation to history/social science and language arts standards, and adaptations for special needs students. (BT)

ED 456 059 SO 031 567

MacDonald, David R.; Karayan, Michael
Should the World Stop Cloning Around? 12th Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Controversial Issues (Course Content); Genetics; Grade 12; High Schools; Interdisciplinary Approach; Language Arts; *Moral Issues; Role Playing; Social Studies; Student Projects; Student Research; Teamwork
IDENTIFIERS- *Cloning

This lesson for grade 12 is designed to raise student awareness estimating, and writing skills. The unit suggests a timeframe, curricular areas, materials needed, standards, discussion questions, objectives, a detailed procedure, assessment information, and follow-up/enrichment activities. Attached are photos of Lesotho and stories from Lesotho about water and culture. (BT)

ED 456 080 SO 032 898

Ray, Dany
Water Safari, a Journey of Life. Water in Africa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 30p.; For related Water in Africa units, see SO 032 890-910.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Benchmarking; Curriculum Enrichment; Developing Nations; Foreign Countries; *Geographic Regions; Hydrology; Intermediate Grades; Junior High Schools; National Standards; *Physical Environment; Physical Geography; Social Studies; *Student Research; *Water; *World Wide Web
IDENTIFIERS- *Africa; Peace Corps; *Safaris; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. Intended for use with middle school students, this unit takes students on a WebQuest water safari through several African countries, using the Peace Corps Water in Africa site as a WebQuest. Students complete the Web Quest by conducting research about the relationship of physical and human systems. They use the collected data to prepare a formal report for Peace Corps that will assist in the creation of a training video for volunteers in Africa. The unit can be used in geography, language arts, and technology classes. Seven class periods of 45 minutes each are suggested. The unit lists materials needed, outlines applicable standards, poses discussion questions, and lists student objectives. It details day-by-day procedures for the teacher and provides assessment activities and follow-up/enrichment activities. (BT)

ED 456 081 SO 032 899

Cohen, Amy
Water: The Flow of Women's Work. Water in Africa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 51p.; For related Water in Africa units, see SO 032 890-910. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Benchmarking; Curriculum Enrichment; Developing Nations; *Females; Foreign Countries; Gender Issues; Hydrology; Intermediate Grades; Junior High Schools; Middle Schools; National Standards; Physical Environment; Physical Geography; *Sex Role; Social Studies; Student Research; *Water
IDENTIFIERS- *Division of Labor (Household); *Lesotho; Peace Corps; World Wise Schools

(Stephen Hovell, Sharon Nicholson, and Stephen Fletcher); (7) "Classroom Adventures: Supporting Technology Integration for Classroom Teachers with Online Collaborative Projects" (Ann Trewern); (8) "The Wired School: Legal, Ethical and Social Issues" (Anne Elliot); (9) "Dealing with Inappropriate Materials on the Internet: Strategies for Teachers and Parents" (Kwok-Wing Lai); and (10) "Professional Development Needs for Health and Safety: Issues with Computer Use" (Kwok-Wing Lai). (SM)

ED 456 101   SP 040 181

Guha, Smita
Are We All Technically Prepared? Teachers' Perspective on the Causes of Comfort or Discomfort in Using Computers at Elementary Grade Teaching.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Elementary Education; Elementary School Teachers; Teacher Attitudes; Teaching Methods

This study investigated elementary teachers' personal experience with computers in classroom instruction, identifying key causes of comfort or discomfort with computer use in the classroom. The study involved 10 elementary teachers who were part of a larger study on the same subject. In that larger study, researchers collected demographic data and examined teachers' experience and interest in instructional computing, computer training and knowledge, comfort level in using computers for teaching, and actual computer use in classroom instruction. Based on teachers' scores, 10 teachers were selected for interviews to investigate the causes of their comfort or discomfort. Five teachers who scored high on the survey were called the more comfortable group, and five teachers who scored low on the survey were called the less comfortable group. Data analysis indicated that both high and low scoring teachers embraced the use of computers to enhance student learning, and all wanted to be competent in their use. Those identified as less comfortable tended to prefer network computers, while those identified as more comfortable preferred stand-alone computers. The less comfortable group mentioned class load and time management as two barriers to implementing computer assisted instruction in the classroom. (Contains 31 references.) (SM)

ED 456 102   SP 040 184

Jensen, Jacquelyn W.; Winitzky, Nancy
What Works in Teacher Education?
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (51st, Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; Achievement Tests; *Elementary Secondary Education; School Districts; Schools; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- *Arizona

This document presents school and district information on the spring 2000 administration of the Arizona Instrument To Measure Standards (AIMS) organized by grade and alphabetically by district and school. Grade level is noted at the top of each page. AIMS scores for each subject are organized in columns under each subject area heading. Information noted for each subject includes the number tested, the mean scale score, the percentage of students falling "far below the standard," and the percentages of students approaching, meeting, and exceeding the standard. School scores follow district scores. Results are provided in table form for: (1) grade 3 in reading, writing, and mathematics; (2) grade 5 in reading, writing, and mathematics; (3) grade 8 in reading, writing, and mathematics; (4) grade 10 in reading, writing, and mathematics; (5) grades 10 and 11 combined, for some schools, in the 3 subjects; and (6) grade 11 retests in all 3 subject areas. (SLD)

ED 456 122   TM 033 179

Garcia, David; Aportela, Anabel
Arizona Measure of Academic Progress: Growth in Arizona Schools.
PUB DATE- 00
NOTE- 416p.; For a related Arizona Measure of Academic Progress report, see ED 455 315.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Elementary Secondary Education; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- *Arizona; Stanford Achievement Tests

This document contains reports of school district results on the Arizona Measure of Academic Progress by school and grade level for the 1999-2000 school year. Lengthy tables present results for reading and mathematics showing the change in achievement between grades each year from grades 2 to 3 to grades 7 to 8. The Arizona Measure of Academic Progress is based on percentile ranks on the Stanford Achievement Test, Ninth Edition (Stanford 9). For each school, data are provided to show the percent of expected gain and the 1999 Stanford 9 percentile rank. In many instances, data are not available for particular grade levels because too few students could be matched to prior year results. Two long tables show results for reading and mathematics for all the state's schools. (SLD)

ED 456 123   TM 033 180

Castellana, Christin; Powell, Jim
Effectiveness of High School Data Collection in Determining Program Guidelines for Drop-Out Prevention.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Computer Assisted Testing; Elementary Secondary Education; Essay Tests; Keyboarding (Data Entry); Learning Disabilities; Scoring; Special Education; State Programs; Testing Programs; Writing (Composition)
IDENTIFIERS- *Massachusetts Comprehensive Assessment System

The studies reported here focus on the effects of mode of administration of the Massachusetts Comprehensive Assessment System (MCAS) in grades 4, 8, and 10. These studies, which draw on earlier studies, also examine the mode of administration effect at different levels of keyboarding speed and for students who received special education (SPED) accommodations in the classroom. Also explored were mode of administration effects for AlphaSmarts and eMates, two portable writing devices. Study participants included 152 4th graders, 228 8th graders, and 145 10th graders who were randomly assigned to write their MCAS essays on paper or on the computer. Essays were scored by teachers and advanced graduate students using MCAS scoring materials, with handwritten essays transcribed and printed on the computer so that scorers would not know whether the essay was originally written by hand or not. Overall, students performed significantly better when they composed essays on the computer. Students who performed both the Language Arts Composition and open-ended questions on the computer scored 4 to 8 points higher on a scale ranging from 200 to 280. The effects were about the same in all grades, but it appeared that students receiving special education services for language arts benefited even more from computer use. (Contains 26 tables, 8 figures, and 56 references.) (SLD)

ED 456 143   TM 033 205

Koretz, Daniel
The Impact of Score Differences on the Admission of Minority Students: An Illustration. NBETPP Statements, Volume 1, Number 5.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Admission; *College Entrance Examinations; Disadvantaged Youth; Higher Education; *Minority Groups; Scores; Standardized Tests; Test Results; *Test Use

This paper discusses one of the arguments that has been advanced against the use of standardized college admissions tests: the notion that their use leads admissions officers to reject non-Asian minority students on the basis of small and insignificant differences in scores. In the aggregate, the disadvantage minority students face as a result of their test scores is not a matter of small differences at the margin. For the purposes of this paper, it is accepted that college admissions tests show fairly typical group differences and that these differences are not biased against minorities as predictors of college grades. The differences are largely relative to the distribution of achievement within each group. The reasons for such differences are not explored; the size and effects are examined in practical terms using simulated data that mimic the typical differences found in large-scale testing programs. Databases were created that had a mean difference of 0.80 standard deviation between blacks and whites, somewhat smaller mothers. Because social desirability pressures appear to contribute to this response error, it is plausible that such errors affect constructs such as "contact" for which there is no criterion in the same way that they affect constructs for which a criterion is available. Research using social-information-processing models to study response errors may suggest ways to improve the accuracy of answers provided by both fathers and mothers. None of the studies reviewed here estimate the impact of response errors on model estimates, but such effects can be expected to be substantial. (Contains 15 tables and 28 references.) (Author/SLD)

ED 456 163   TM 033 226

Accountability Manual 2001. The 2001 Accountability Rating System for Texas Public Schools and School Districts and Blueprint for the 2002 through 2005 Accountability Systems.
PUB DATE- 01
NOTE- 424p.; Produced by TEA, Department of Accountability Reporting and Research. For the 1999 manual, see ED 432 812. Procedures for determining the ratings for alternative education campuses are provided in a related publication.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Rating Scales; *School Districts; *Schools
IDENTIFIERS- Texas

This manual is a technical resource to explain the accountability system used by the Texas Education Agency to evaluate the performance of public school districts and campuses through ratings, acknowledgments, rewards, sanctions, and reports. This edition addresses the 2001 rating process, special circumstances, other accountability system components, and other information relevant to the system. All information necessary to compute 2001 ratings and acknowledgments for districts and regular campuses is conveyed. In addition, a preview of the 2002-2005 accountability systems is provided so that schools and districts are notified of future indicators, standards, and directions. The manual contains these sections: (1) "Introduction to the Texas Accountability System"; (2) "2001 Accountability System"; (3) "2001 Accountability Rating Criteria and Standards"; (4) "2001 Acknowledgments and Recognitions"; (5) "2001 Campus Comparable Improvement"; (6) "Special Issues and Exceptions"; (7) "Appealing the 2001 Accountability Ratings"; (8) "System Safeguards"; (9) "Using the 2001 Accountability Data Tables"; (10) "Accountability System Reports"; (11) "Local Reporting and Use of Performance Results"; (12) "Additional Information"; (13) "Preview for the 2001-2005 Accountability Systems"; (14) "Accountability System Facts" and (15) "Appendixes." The appendixes present statutory requirements and discuss rules, indicate whom to call with questions, and list acknowledgments. (SLD)

ED 456 164   TM 033 227

Arizona Academic Standards: Arizona Student Achievement Program.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Standards;

(Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Culture; *Blacks; *Child Development; Course Content; *Cultural Influences; Diversity (Student); Early Childhood Education; Elementary Secondary Education; Higher Education; Preservice Teacher Education
IDENTIFIERS- *African Americans

This paper addresses the dominant view from which child development is currently taught, examining the impact of culture on the developing child and offering a rationale for shifting paradigms toward a more inclusive framework of instruction. The dominant framework presents child development from a middle class white, generally western, paradigm. Culture is an important contributor to child development. Many aspects of culture represent adaptation to the environment in which the group lives. Though developmental processes (physical, affective, and social) probably emerge in a similar fashion across races, developmental differentiation beyond that related to constitutionally based individual differences is largely a function of the dynamic interaction between the child and both proximal and distal ecologies. Course content that considers child development from a multicultural perspective has several advantages for preservice teachers, diverse children, and society. For student teachers, it means increased effectiveness as teachers. For children, it means valuing of their worth as individuals and group members. For society, it means raised consciousness, which can affect social decisions made on behalf of children. A description of a course, Child Development: A Multicultural Perspective, is included. (Contains 22 references.) (SM)

ED 456 183 UD 034 355

Falconer, Renee C.; Reeves-Kazelskis, Carolyn; LeFlore, Larry
Perceptions of Teachers, Administrators, and Community Members about Returning to a Neighborhood School Structure.
PUB DATE- 01
NOTE- 36p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Community Involvement; Elementary Education; Elementary School Teachers; Equal Education; Faculty Development; Low Income Groups; Multicultural Education; *Neighborhood Schools; Participative Decision Making; *School Community Relationship; Teacher Attitudes; Teacher Participation
IDENTIFIERS- Mississippi; Teacher Knowledge

This study investigated the perceptions of selected stakeholders about the impact of returning to a district-wide neighborhood school structure after having been under a federal desegregation mandate (involving busing) since the 1970s. It focuses on data from interviews with African American and white elementary school teachers. The interviews asked about their ideal neighborhood school structure and program; support that would be needed to implement an effective structure and program; benefits of a neighborhood school structure; concerns

IDENTIFIERS- National Longitudinal Survey of Youth

This chapter presents a study which used data from the U.S. National Longitudinal Survey of Youth (NLSY) to examine racial differences in the effects of college quality and student diversity on wages. The study investigated whether the economic benefit of college quality might be higher for groups helped by diversity programs and whether a racially diverse student body would directly benefit all students. The NLSY provided data on student characteristics and demographics, student ability, college attended, and post-college wages. For each respondent who attended college, researchers collected data on college characteristics from the U.S. Department of Education's Integrated Postsecondary Education Data System and U.S. News and World Report's Directory of Colleges and Universities. There was a much larger effect of college quality on the later wages of blacks than non-blacks. Attending a college with moderate student diversity, as measured by the fraction of black students, raised earnings for both black and non-black men. For women, there was a weaker effect that applied only to black women. In regard to the effects of college quality on black and non-black students, there was an effect on black male students from three to four times as large as that for non-black male students. (SM)

ED 456 202   UD 034 377

Milem, Jeffrey F.
Increasing Diversity Benefits: How Campus Climate and Teaching Methods Affect Student Outcomes.
PUB DATE- 01
NOTE- 18p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p233-249. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Active Learning; Affirmative Action; College Admission; College Faculty; Diversity (Faculty); *Diversity (Student); *Educational Environment; Ethnic Studies; Higher Education; Outcomes of Education; *Teaching Methods

This study explored the relationship between student diversity, campus climate, faculty composition, and research and teaching content. Data came from three primary sources: a 1992-93 survey of college and university faculty, which provided information on full-time faculty from 344 institutions; the Higher Education Governance Institutional Survey database, which provided data on student body racial composition at 244 institutions; and the Carnegie Foundation, which provided data from their classification system for colleges and universities. Four outcomes related to maximizing the benefits of racial diversity in teaching and learning were considered: (1) teaching practices associated with active learning; (2) curricular inclusion of readings on diverse racial and ethnic groups; (3) faculty participation in research on race, ethnicity, or gender; and (4) faculty attendance at workshops on racial awareness or curriculum inclusion. Minority faculty were dramatically under-represented at all levels of higher education. Research and doctoral institutions were the most diverse. However, their faculty were the least likely to use active learning techniques or curriculum inclusion or to have attended racial awareness workshops. Simply admitting more minority students did not produce substantial changes in teaching approaches or content. Women and minority faculty were these programs from students enrolled in business courses. For the presidents' survey, 11 out of 23 of the VCCS colleges replied (48% response rate). Findings included: (1) nine colleges reported offering a small business management course; (2) only two colleges offered an Associate of Applied Science degree with an emphasis in entrepreneurship; (3) eight respondents offered noncredit courses to the local business community; (4) seven colleges responded that there are no immediate plans for expanding credit courses in this field; and (5) four colleges did not perform any formal needs assessments of local businesses. For the students survey, 730 student responses were collected from enrollees in introductory business courses at 12 VCCS colleges. Findings included: (1) 49% indicated that they were considering opening their own businesses; and (2) 32% said they would enroll in credit courses in entrepreneurship. The author concludes that there is a gap between what Virginia's community colleges offer and what students would like to take in the field of entrepreneurship. Also discussed are workforce development and a curriculum development model. Appended are the Presidents' Survey, the Student Entrepreneurship Education Survey, the Local Business Community Surveys, and other survey and course materials. (Contains 39 references.) (EMH)

ED 455 858   JC 010 533

Geltner, Peter; Logan, Ruth
The Influence of Term Length on Student Success.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges; Comparative Analysis; *Enrollment; Student Attitudes; Two Year Colleges
IDENTIFIERS- *Santa Monica College CA

This document describes a study of term length and student success at Santa Monica College in California. Based on past feedback and enrollment data, the college had determined that the compressed sessions (6week, 8week) offered at the college, in addition to the regular 16-week semester, were popular with both students and faculty. This study sought to determine the relationship between compressed courses and student success, which is defined as earning an A, B, C or Cr in a course. A total of 414,076 student enrollments in term lengths of 6, 8, and 16-week courses were studied, covering the period between fall 1998 and winter 2001, of which 77% were 16 week enrollments, 17% 6-week enrollments and 6% 8-week enrollments. Overall, the study found that students have higher success rates in the shorter-term courses as well as higher average grades and lower withdrawal rates with 6-week courses than 8-week courses, and both had better success rates than 16-week courses. This result held for all ability levels, but there was some evidence that for certain disciplines and courses the shorter-term courses did not work as well. Includes details by ethnicity, age, goals and GPAs of the students, as well as information by discipline. (LD)

ED 455 859   JC 010 534

Dixon, P. Scott; Gribbons, Barry C.
College of the Canyons New Faculty Survey. Report #104.
PUB DATE- 01

campus, enrollment was down by 2% in fall 1999 from the previous fall. The main campus had a total student head count of 11,733, of which 44% were full time. Of the full-time students on the main campus, both males and females were equally represented, but females were almost twice as likely to be part-time students. Over the last 5 years the community and technical colleges, the school of engineering, and the college of health, education, and social welfare lost a substantial number of students. During the same time period, the college of business and public policy and the college of arts and sciences also lost students but not to the same degree as the other colleges at the university. Some of this loss in student head count can be attributed to the 23% increase in students who were undeclared and therefore not affiliated with a school or college. (LD)

ED 455 879 JC 010 554

University of Alaska Anchorage Student Information, Fall 2000 Closing.
PUB DATE- 00
NOTE- 116p.; For Fall 1999 information, see JC 010 553.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Enrollment; Enrollment Trends; Higher Education; *Institutional Characteristics; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- Alaska; *University of Alaska Anchorage

This statistical document from the University of Alaska Anchorage provides charts and graphs regarding students and student activities at the college in the fall of 2000. Included is information on student headcount and credit hours, majors by specific college within the university and at the branch campuses, credit hours by discipline, and student head counts and majors at their branch campuses. Overall, at the main campus enrollment was down by 2% in fall 2000 from the previous fall, while at all of the branch campuses enrollment had increased over the previous year. The main campus had a total student head count of 12,857. Of the full-time students on the main campus, females slightly outnumbered males, while of the part-time students, females outnumbered males by almost two to one. The main campus and all of the branch campuses were predominately white, with white students making up 76% of the population. The largest minority group was Alaskan natives at 6% followed by Pacific Islanders/Asians at 4%, African American at 4%, Hispanics at 4% and American Indians at 1%. On the main campus a large number of students considered themselves undeclared and were not associated with one of the schools or colleges. Of those students who were declared, the largest number had majors in the college of arts and science, followed by the college of health, education and social welfare. (LD)

ED 455 880 JC 010 556

Grubb, W. Norton
"Getting into the World": Guidance and Counseling in Community Colleges.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

significant contributions to communities. The schools participating in the program have become models for other colleges who are developing service-learning programs, and collegiality has developed among all involved in the program. The AACC Service Learning Clearinghouse has assisted faculty, staff, students, and administrators at more than 650 community colleges in its three years of existence; all two-year colleges have received program-related announcements and publications during the three-year grant period. Due to the success of the program, AACC has received an additional grant to continue the Learn and Serve America Program and its services, such as the clearinghouse. This document includes a list of colleges who have received funds for service learning from AACC and the amount of the grants received. (LD)

ED 455 900   JC 010 584

Handy, Ty J.
Building Transfer Partnerships between Private Colleges and Community Colleges: A Unique Approach That Works.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Institutional Cooperation; Nontraditional Students; Postsecondary Education; *Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Arkansas

This document details a unique transfer agreement between the University of Arkansas Community College at Batesville (UACCB) and Lyon College, a selective liberal arts college in the region. This agreement allows students at Lyon to take courses at UACCB and students at UACCB to take courses at Lyon prior to transfer, without paying the higher fees at Lyon. In addition, Lyon agreed to give a scholarship to UACCB transfer students in order to make enrollment at the college more affordable. As a result of the program, which recently completed it fifth year, Lyon has seen an increase in transfer from UACCB, and the students who transferred have succeeded academically. As a result of the success of the program, other private institutions in the UACCB service area have also made similar articulation agreements. This document includes a discussion of the development of the transfer agreement (College Opportunity Program) and how nontraditional students can be seen as a benefit to a college like Lyon, which has previously not served this type of student. Also included are suggested "talking points" that a two-year college might consider when beginning an articulation discussion with a four-year school. (LD)

ED 455 901   JC 010 585

Stern, Stefanie
Learning Assistance Centers: Helping Students Through. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; ERIC Clearinghouse for Community Colleges, University of California at Los Angeles, 3051 Moore Hall, P.O. Box 951521, Los Angeles, CA 90095-1524. Tel: 310-825-3931. For full text:

communication, the form in which the conversation takes place, the verbal aspect, the nonverbal aspect, interview techniques, and motivation. The book concludes that children are prepared to talk with adults when they feel that they are treated with respect and are being taken seriously and that opportunities for authentic self-expression during childhood and youth can prevent problems during adulthood. The book's two appendices list characteristics of conversations based on children's age and provide a checklist for conducting interviews with children. (Contains 87 references.) (KB)

ED 455 919   PS 029 653

Ingraham, Sandy
Oklahoma Kids Count Factbook, 1999.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 189p.; For 1998 Factbook, see ED 449 882. Oklahoma Kids Count Partnership also funded by Sarkeys Foundation, Chickasaw Nation, Kirkpatrick Family Fund, Sonic Industries, Stillwater National Bank and Trust Company, Drs. Carl and Roger Sheldon, Presbyterian Health Foundation, Burgess Law Firm, and Crowe & Dunlevy Attorneys and Counselors at Law.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Welfare; *Children; *Counties; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Enrollment; Infant Mortality; Infants; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Oklahoma

This Kids Count Factbook details county and statewide trends in the well-being of Oklahoma's children. The statistical portrait is based on eight indicators of child well-being: (1) low birth weight infants; (2) infant mortality; (3) births to young teens; (4) child abuse and neglect; (5) child and teen death; (6) child poverty; (7) high school dropouts; and (8) juvenile violent crime arrests. Statewide findings, presented in the Factbook's overview, indicate that five of the eight benchmarks (low birth weight infants, child abuse and neglect, child poverty, high school dropouts, and juvenile violent crime arrests) worsened compared to data from a decade or more ago. Three benchmarks (infant mortality, births to young teens, and child death) improved over the comparable decade-old data. The Factbook presents current statewide and county data for each of the benchmarks. Each benchmark is defined, state and county trends are presented, and racial differences are indicated. The bulk of the Factbook is comprised of county profiles in which data for each of the indicators are presented graphically. Tables of county data for each indicator, methodology and sources, and a directory of Kids Count Leaders conclude the Factbook. (SD)

ED 455 920   PS 029 654

Ingraham, Sandy
Oklahoma Kids Count Factbook, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

served in: programs for preschool-aged children with disabilities; Head Start grantee and delegate agencies operating under the auspices of the local school board; Title I programs; and various state prekindergarten programs. Estimates on the number of preschoolers served by public schools are given, based on data from various national surveys. Implications for the field of early childhood education relate to schools' strong tradition of service to all children, schools' potential as an ally in securing revenue for early childhood programming, school officials' historical reluctance to incorporate services to preschool-aged children, and the slowness with which public education has worked to meet the needs of families beyond the traditional school day or school year. The report concludes by proposing that a National Commission on Early Childhood Services be created to examine the issue of how the United States will serve preschool-age children. (KB)

ED 455 938 PS 029 700

Child Care Social Climate. NCEDL Spotlights, No. 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpted from "Social-Emotional Classroom Climate in Child Care, Child-Teacher Relationships and Children's Second-Grade Peer Relations" by Carollee Howes.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; *Caregiver Child Relationship; *Day Care; Day Care Centers; Early Childhood Education; Followup Studies; Longitudinal Studies; *Peer Relationship; Predictor Variables; *Social Development; Teacher Student Relationship; *Young Children

This report presents findings from the Cost, Quality, and Outcomes Study, a 5-year, ongoing longitudinal study examining the effects of child care in 4 states. The report focuses on the emergence of the quality of children's early relationships with their teachers in childcare as an important predictor of their social relations with peers as they become older. Relevant findings from the study indicate that children who rated high in peer aggression, disruption, and social withdrawal were rated high in child-teacher relationship conflict and low in child-teacher relationship closeness. Children who rated high in prosocial behavior with peers were also were rated high in child-teacher relationship closeness and low in child-teacher relationship conflict. Classrooms with higher levels of behavior problems had lower levels of child-teacher closeness. The report lists predictive factors for children's second-grade social competence with peers, aggression ratings, disruption ratings, prosocial ratings, and ratings of social withdrawal. The attachment theory underpinning the perspective on teacher-child relationships is also explained. The report considers implications of these findings for child care teachers and elementary school teachers. (KB)

ED 455 939 PS 029 701

Early Intervention: What's Next? NCEDL Spotlights, No. 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99

monthly home visits and other PAT services for as long as the families chose to remain in the program. The control group received only the services normally available in the site community. Annual child assessments were conducted at or around the children's birthdays. Findings indicated that only minority status and poor maternal health were significant challenges to participant engagement. The most consistent positive program effects were for parenting behaviors, as measured by the Home Observation for Measurement of the Environment Scale, and for measures of parent-child interactions. Very-low-income parents experienced somewhat greater benefits than their more-moderate-income counterparts. Site differences in parent outcomes were substantial. Developmental benefits to 2-year-olds participating in PAT were quite weak. It was concluded that practitioners should have modest expectations for the impact of home visiting programs on parents and children. (A description of the evaluation methods is appended. Contains 61 references.) (KB)

ED 455 959   PS 029 728

Courtney, Mark E.; Piliavin, Irving; Power, Peter
Involvement of TANF Applicants with Child Protective Services. Discussion Paper.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Public Policy Analysis and Management (22nd, Seattle, WA, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Welfare; Multivariate Analysis; Predictor Variables; *Welfare Recipients; Welfare Reform; Welfare Services
IDENTIFIERS- *Child Protective Services; *Temporary Assistance for Needy Families; Wisconsin (Milwaukee County)

This exploratory study examined the level of involvement of Temporary Assistance for Needy Families (TANF) applicants in Milwaukee County, Wisconsin with the child welfare system both before and after their application for TANF assistance and inclusion in the study. The study found a high level of involvement of TANF applicants with child protective services (CPS) agencies both before and after their application for TANF. Moreover, the imperfect nature of the matching process used to identify TANF applicants who had been investigated by CPS indicated that the study's numbers were in fact low estimates of the true level of involvement, with over half the sample possibly being investigated at some point by CPS. Multivariate models of the hazard of the sample's CPS involvement after TANF application revealed a set of robust correlates. (Contains 16 references.) (EV)

ED 455 960   PS 029 729

Early Childhood Education and Care Policy in the United States of America. OECD Country Note.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Welfare; Day Care; *Early Childhood Education; Educational Environment; Educational Philosophy; *Educational Policy; Educational Practices; Educational Principles;

the role of indigenous educators as agents of change. Following an introduction by Nimachia Hernandez and Nicole Thornton, the articles in this section are: "Contexts and Challenges of Educating Tibetan Children in the Diaspora" (Nawang Phuntsog); "The Educational and Cultural Implications of Maori Language Revitalization" (Linda Tuhiwai Smith); "Our Children Can't Wait: Recapturing the Essence of Indigenous Schools in the United States" (Cornel Pewewardy); "Teaching Tribal Histories from a Native Perspective" (Lea Whitford); "Native Hawaiian Epistemology: Exploring Hawaiian Views of Knowledge" (Manu Aluli Meyer); "Indigenous Rights and Schooling in Highland Chiapas" (Margaret Freedson Gonzales, Elias Perez Perez); "Chanob Vun ta Batz'i K'op of Sna Jrz'ibajom: An Alternative Education in Our Native Languages" (Antonio de la Torre Lopez, translated by Bret Gustafson); "Who Can Make a Difference? Everybody Can! Sharing Information on Indigenous Educational Success--A Case Study from Australia" (Roberta Sykes); "Maya Education and Pan Maya Ideology in the Yucatan" (Allan Burns); "Indigenous Legal Translators: Challenges of a University Program for the Maya of Guatemala" (Guillermina Herrera Pena, translated by Nicole Thornton); "What Exactly Is It That You Teach? Developing an Indigenous Education Program at the University Level" (Deirdre A. Almeida); and "Historical and Contemporary Policies of Indigenous Education in Mexico" (Salomon Nahmad, translated by Nicole Thornton). This issue also contains brief notes on educational, cultural, political, and health issues of indigenous peoples worldwide; book reviews; listings of resources and events; and updates on special projects. (SV)

ED 455 981   RC 022 804

Beyond Agriculture: New Policies for Rural America. Proceedings (Kansas City, Missouri, April 27-28, 2000).
PUB DATE- 00
NOTE- 209p.; For selected individual papers, see ED 449 942-945.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agriculture; *Economic Development; Educational Needs; Futures (of Society); *Human Capital; Policy Formation; *Public Policy; Rural Areas; *Rural Development; *Rural Economics; Telecommunications
IDENTIFIERS- Access to Technology; Agricultural Policy; *Infrastructure

In April 2000, over 250 rural leaders from around the nation gathered in Kansas City, Missouri, to discuss rural America's future, its challenges, and policies to meet those challenges. Conference participants agreed that the current pattern of uneven rural growth is likely to persist and that agriculture will remain a key sector in the rural economy, but not big enough to support growth in many parts of the nation. A strong consensus formed around the need to connect rural America to the digital economy and to raise the skills of workers and leaders to compete more effectively. This proceedings contains a conference summary by Mark Drabenstott, 10 conference papers with transcripts of subsequent discussion, and commentaries. The papers are: "The Rural Economy in a New Century" (Thomas G. Johnson); "Rural Policy in a New Century" (Ray Marshall); "Rural America at a Crossroad" (Terry Jorde); "The Outlook for Rural America in the 21st Century" (Alan Greenspan); "Investing in Rural Infrastructure" (William F. Fox and Sanela Porca); "Boosting Rural Human Capital" (Martin C. Jischke); "Enhancing Rural Leadership and Institutions" (Stephen Cornell); "Creating level practitioners who are trained to recognize the signs and symptoms of HIV infection and to work with HIV specialists. Linkages with urban-based specialists need to be strengthened through telemedicine, telephone consultations, and visits by specialists to rural sites. Rural areas also need to plan for changes in HIV care that may be required by changing Medicaid policies and payment arrangements. Funding and training are needed to provide the higher levels of support required by increasing numbers of HIV-positive patients with chemical dependence, mental disorders, and hepatitis C. Resources were identified to help rural areas develop HIV service capacity. (TD)

ED 455 999   RC 023 117

Wu, Kin Bing
Peruvian Education at a Crossroads: Challenges and Opportunities for the 21st Century. A World Bank Country Study.
PUB DATE- 01
NOTE- 423p.; Prepared with contributions from Juan Pablo Silva, Arturo Miranda, Suhas Parandekar, Juvenal Diaz, Pete Goldschmidt, Patricia Arregui, Sandro Marcone, Jaime Saavedra, Eduardo Maruyama, Kye Woo Lee, Hugo Diaz, Mariz Amelia Palacios, Richard Webb, Livia Benavides, and Eduard Bos.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Educational Needs; *Educational Quality; Elementary Secondary Education; *Enrollment; Equal Education; *Expenditures; Foreign Countries; Indigenous Populations; *Outcomes of Education; *Rural Urban Differences; Tables (Data); Teacher Education; Teachers; Teaching Conditions
IDENTIFIERS- *Peru

Peruvian education achieved notable successes in the late 20th century, with primary education reaching almost all children and secondary institutions enrolling about 80 percent of 12- to 16-year-olds. Public expenditure on education increased steadily in the 1990s but was still significantly less than the Latin American average. This report examines Peruvian data from 1990 to 1997 on enrollments; expenditures; system performance indicators (access, grade repetition, completion rates, labor market outcomes, learning outcomes); teacher qualifications and salaries; and teaching conditions. It concludes that Peru's high participation rates with low expenditures were made possible by relatively equitable public expenditures focused on basic education; the ability to contain salary costs; and households' high level of educational spending. However, expanding access under extreme resource constraints has come at the expense of quality. There are large gaps in school survival rates between rich and poor, between rural and urban, and between indigenous and nonindigenous populations; large between-school variance in student achievement; and rising returns to higher levels of education. These findings indicate that policy changes could make a difference, particularly to disadvantaged students. Recommendations include improving equity by targeting disadvantaged groups, particularly rural and indigenous children; enhancing quality of schools, teachers, and instruction; and improving efficiency of resource use. Background notes describe the structure of education, methodology and statistical analyses, and the system of teacher education and professional development. Appendices present extensive data tables. (Contains 117 references.) (SV)

NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Amish; *Child Labor; Experiential Learning; Federal Legislation; Hearings; Labor Legislation; *Nonformal Education; *Occupational Safety and Health; *Out of School Youth; Vocational Education; Woodworking
IDENTIFIERS- Congress 107th; Fair Labor Standards Act; *Sawmill Workers

A Senate subcommittee hearing received testimony concerning a proposed amendment to the Fair Labor Standards Act (FLSA) to permit Amish youth, ages 14-18, to work under adult supervision in sawmills. Current Department of Labor regulations ban the employment of minors in sawmill operations. This poses a problem for Amish youth who finish their formal education in the eighth grade and have very few employment opportunities. Employment in family-run sawmills and woodworking shops provides an opportunity for them to continue their instruction in the workplace under adult supervision with continuing guidance. The Amish view such work as a form of vocational education, called learning by doing. Amish families have received large fines for having their own children in the workplace, even when they were not in unsafe conditions. Congressmen, representatives of Amish organizations, and Amish people affected by the FLSA gave testimony in favor of the amendments. A representative of the Department of Labor discussed the extremely high injury rates in lumber and woodworking occupations, the Department's efforts to accommodate the unique circumstances of Amish youth, and the difficulties in enforcing amendment provisions prescribing distances to be maintained between adolescent workers and hazardous situations. (SV)

ED 456 017   RC 023 166

Grimes, Jody
Human Capital among Rural Community Leaders: An Examination of the Skills and Knowledge Contributed by Return Migrants and Newcomers "From Away" to Town Governance in a Down East Community.
PUB DATE- 01
NOTE- 25p.; Revised version of a paper presented at the Annual Meeting of the Rural Sociological Society (Washington, DC, August 13-17, 2000). Originally titled "People Who Stay, People Who Return, and People from Away: Leadership and Human Capital in a Rural, Coastal Community."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Leaders; Educational Attainment; *Educational Needs; Governance; *Human Capital; Migrants; *Public Officials; Rural Areas; Rural Development; *Small Towns
IDENTIFIERS- Maine; Newcomers

In these changing times, rural communities must be able to solve unforeseen problems, adapt to economic and social changes, and sustain their efforts into the future. Their capacity to do so is dependent on the human capital among civic leaders. This paper examines human capital among civic leaders in Herring Bay, Maine, a rural, coastal community. The 57 community leaders studied included 24 return migrants with family roots in the community and 33 relative newcomers "from away." In-depth interviews, participant observation, archival research, professional obligations to affect the world. Director Michael Apted allows the personal adventures of the scientists to become accessible and intriguing to the viewer, while unearthing the scientists' motivations. The film also explores the more challenging aspects of a life in science, including the years of research and the failed experiments along the way. In describing their attitudes toward this part of the process, the scientists demonstrate the faith and patience required to persevere in a field geared toward leaps in knowldege based on small, intermediate steps in understanding. Beyond the individual pursuits of each scientist lies a broader perspective of the role science plays in society. Apted captures the ruminations of his subjects on the responsiblities that come with knowledge and technology, the relationship of the scientist to the world, and ultimately, the relationship of science to the future. The educators guide which accompanies the videotape provides information on how to use the film, questions that need to be asked, student activities, and discussions with scientists who were interviewed in the film. The national and state curriculum standards addressed in the activities are listed by subject area. (YDS)

ED 456 038   SE 065 148

Grant, Tim, Ed.; Littlejohn, Gail, Ed.
Teaching about Climate Change: Cool Schools Tackle Global Warming.
PUB DATE- 01
NOTE- 74p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Climate Change; Elementary Secondary Education; Global Warming; Greenhouse Effect; Interdisciplinary Approach; Language Arts; Mathematics Activities; Science Instruction; Social Studies; Solar Energy; Transportation

Within the last couple of decades, the concentration of greenhouse gases in the atmosphere has increased significantly due to human activities. Today climate change is an important issue for humankind. This book provides a starting point for educators to teach about climate change, although there are obstacles caused by the industrialized structure of society and its political structure. The activities presented in this book are based on an interdisciplinary approach, and most of them can be implemented at the elementary and secondary grade levels. The content of the book is divided into five sections. Chapters include: (1) "A Climate of Change: The Context" (Louise Comeau and Dave Mussell); (2) "The Educational Challenges: A Framework for Teaching about Climate Change" (Milton McClaren and William Hammond); (3) "The Greenhouse Effect" (Louise Comeau and Tim Grant); (4) "Gases and Greenhouses: Simple Activities for Exploring Key Concepts" (Gail Littlejohn and Alex Waters); (5) "Understanding Climate Variability" (Gail Littlejohn); (6) "Is Climate Change Good for Us?" (Jackie Oblak); (7) "Energy: Making the Right Choices" (Kitty Cochrane); (8) "Introducing Solar Electricity" (Robert Vogl and Sonia Vogl); (9) "Solar Box Cooking" (Sue LeBeau); (10) "Solar Car Sprints" (Aisling O'Shea); (11) "Renewable Energy: K-12 Activities" (Sue LeBeau); (12) "A New King of Bus Afoot" (Elise Houghton); (13) "Building a Community of Life-long Cyclists" (Ken Croxford); (14) "It Takes a Whole Bus to Educate a Child: A Reading" (Arthur Orsini); (15) "Investigating Public Transit" (Tim Grant, Gail Littlejohn, and of the potential of human cloning and of the effects it could have on the present, naturally born population. Students work in teams to research the issue and are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose and its correlation to history/social science and language arts standards. (BT)

ED 456 060 SO 031 573

MacDonald, David
So You Think You Can Teach? Democracy in America. 12th Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Cooperative Learning; Current Events; *Democracy; High Schools; Interdisciplinary Approach; Language Arts; Role Playing; Social Problems; Social Studies; *Teaching (Occupation); *United States Government (Course); Values Education

This lesson for grade 12 is designed to increase student awareness of citizen participation elements of democracy. Students assume the teacher's role and design a lesson to teach citizen participation in democracy, including methods to combat citizen apathy. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, its correlation to history/social science and language arts standards, and adaptations for special needs students. (RJC)

ED 456 061 SO 031 574

MacDonald, David
A Burning Desire: A Focus Group Turns Its Attention to Old Glory. 12 Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civil Liberties; *Constitutional Law; Controversial Issues (Course Content); Cooperative Learning; Current Events; Grade 12; High Schools; Interdisciplinary Approach; Language Arts; *Law Related Education; Role Playing; Social Problems; Social Studies; United States Government (Course)
IDENTIFIERS- *First Amendment; *Flag Burning; Flags

This lesson for grade 12 is designed to increase student awareness of the debate surrounding flag burning, the proposed constitutional amendment to prohibit flag burning, and the constitutional issues involved, specifically the First

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. In this unit, middle school students compare the division of labor around water-related work in rural Lesotho to that of their own household. Water provides an excellent lens through which to understand gender roles. The unit aims to have students gain an understanding of the multiple factors that influence how gender role formation takes place in different societies. It culminates with students writing letters in the voice of visitors to the United States from Lesotho. It can be used in geography and language arts classes. Five 45-minute class periods are suggested for completion. The unit lists materials needed, outlines applicable standards, poses discussion questions, and lists student objectives. It details day-by-day procedures for the teacher. (Includes several photos of inhabitants of Lesotho.) (BT)

ED 456 082   SO 032 900

Abernathy-Tabor, Michelle
Madagascar Adventure. Water in Africa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 23p.; For related Water in Africa units, see SO 032 890-910.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Benchmarking; *Cultural Background; Curriculum Enrichment; Developing Nations; Foreign Countries; Hydrology; Middle Schools; National Standards; Natural Resources; Physical Geography; *Simulation; Social Studies; *Student Research; *Travel
IDENTIFIERS- *Madagascar; Peace Corps; *Technology Integration; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. Intended for use with middle school students, this unit can be used in geography and technology integration classes. One class period a day for two or three weeks is suggested. Students, grouped in small research teams, will simulate a trip to Madagascar through the Peace Corps' Water in Africa resources about Madagascar and other related Web sites. Using online research, students will explore the effect of slash/burn agriculture on Madagascar's people, environment, and lemurs. Students will create technology enhanced presentations of their findings and present viable alternatives for both using and protecting Madagascar's natural resources. The unit lists materials needed, outlines applicable standards, poses discussion questions, and lists student objectives. It details day-by-day procedures and suggests assessment activities and follow-up/enrichment activities. (BT)

ED 456 083   SO 032 901

(150)
DESCRIPTORS- Context Effect; Cooperative Learning; Course Content; Elementary Secondary Education; Experiential Learning; Higher Education; Integrated Curriculum; Modeling (Psychology); Preservice Teacher Education; Reading Assignments; Student Teachers; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Knowledge Development; Repetition Effects

To identify specific instructional features prompting meaningful change among teacher candidates, this literature review evaluated studies that examined the influence of teacher education coursework on preservice teachers' conceptions and practices. Literature came from books and from journals published between 1992-96. The review examined whether studies reported a relationship between particular practices and important outcomes for preservice teachers. Of the 43 studies evaluating this relationship, 32 reported meaningful learning in preservice teachers. This article describes instructional features associated with preservice teacher learning as reported in the 32 studies, discussing the review methodology and inclusion criteria guiding the best-evidence synthesis. It gives examples of the 12 instructional features used in studies reporting significant learning and evaluates the quality of supporting evidence. The features include: view modeling; course content used in context; information presented about the content; repeated reflection on/use of a limited number of principles; experienced teacher participation; assigned readings; integrating concepts across courses and/or sequencing courses; discussing, analyzing, or solving problems with peers; trying out/practicing course content; individual assignments; interaction with instructors; and experiencing the principle over an extended period. (Contains 64 references and 2 tables.) (SM)

ED 456 103   SP 040 185

Rosberg, Merilee
Competency-Based Early Childhood Teacher Education.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the World Congress of l'Organisation Mondiale pour l'Education Prescolaire (23rd, Santiago, Chile, August 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Child Development; *Competency Based Teacher Education; Cultural Influences; Disabilities; Diversity (Student); *Early Childhood Education; Higher Education; Preservice Teacher Education; Special Needs Students; *Teacher Competencies

This paper describes the competency-based early childhood preservice program at Iowa's Mount Mercy College, which is for people working with children from birth through age 8, including children with special needs. Program content encompasses five competency areas: child growth and development; developmentally appropriate learning; health, safety, and nutrition; family and community collaboration; and professionalism. This paper highlights child growth and development, emphasizing two subcategories: (1) understanding individual differences in development and learning including risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities and (2) recognizing that children are best understood in the contexts

DESCRIPTORS- *Data Collection; *Dropouts; *High School Students; High Schools; *Prevention; *Program Development; Questionnaires; Urban Schools

The principal investigators of this study were asked by a midwestern urban high school to assist in the analysis of data collected on students who had dropped out of high school. The data were to be reviewed to determine the cause of the high school's dropout rate. Variables investigated included attendance, grade point average, fourth grade marks, race, sex, grade of withdrawal, age, and retention. Also considered were the reported reasons for each student's dropping out. On analysis, researchers determined that the data were insufficient to determine a cause for dropping out. However, researchers worked with the school to use the data for creating and implementing an effective dropout prevention program. The information was also used to create a new procedure for collecting information from future dropouts. Researchers also determined that the formation of a school-university partnership could improve future research and professional development at the high school. The student withdrawal data sheet is attached. (Contains 18 references.) (Author/SLD)

ED 456 124 TM 033 181

Arter, Judith A.
Washington Assessment Professional Development Program Evaluation Results.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Faculty Development; Program Evaluation; *Teachers; Test Use; Training
IDENTIFIERS- *Washington

This is a compilation of the Executive Summaries from several documents: "Professional Development District Team Survey Results" (July 1997), "CSL Assessment Training Survey Results" (January 1999), "CSL Assessment Professional Development Evaluation Additional Data Analysis of District Surveys" (February 1999); "1998-99 CSL Assessment Site Visit Results" (June 1999); "1998-99 CSL Assessment District Contact Interview Results" (September 1999); and "The Washington Professional Development Program in Assessment Literacy, Final Report" (May 2000). The Washington Assessment Professional Development Program was designed to promote the effective use of high-quality state and classroom assessments throughout the state of Washington. Since 1995, Assessment Training Centers have operated in intermediate service districts and other already established entities in Washington. The professional development model emphasized pass-through training of trainers and locally situated collaborative learning teams. The program depended on several formal and informal means of gathering information to evaluate its processes and impact. These included: (1) standard evaluation forms completed at workshops; (2) records of numbers and types of services; (3) ongoing informal collection of data; and (4) two formal evaluations of program impact in 1996-1997 and 1998-1999. In the 1996-1997 evaluation, paper-and-pencil surveys were sent to 11 Assessment than those found on the Scholastic Assessment Test but larger than some of the most recent differences found in the National Assessment of Educational Progress. The effects of several simple admissions rules that depended solely on scores were studied, and a number of cut cores were set. Three scenarios, varying the numbers of black and white applicants and the cut scores, were considered. The simulations illustrate that when cut scores count heavily in admissions, the large differences in scores between black and white students have a major impact on the probability that black students will be admitted and on the composition of the accepted student population. These effects become progressively more severe as the selectivity of admissions increases. Results also illustrate the difficulty inherent in reconciling academic selectivity with increased equity of access to postsecondary education for non-Asian minority groups. (SLD)

ED 456 144 TM 033 206

Madaus, George F.
Educational Testing as a Technology. NBETPP Statements, Volume 2, Number 1.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Technology; *Educational Testing; Elementary Secondary Education; *Standardized Tests; *Technological Advancement; *Test Use

The term "technology" often conjures up visions of scientific experiments and industrial processes, but technology is also a tool, something put together to satisfy a need, solve a problem, or attain a goal in social, economic, and educational institutions. In a broader sense, technology is any body of special knowledge, skills, and procedures, and in this sense, testing is clearly technology, embedded in such systems as education, government, and business. Testing has "hardware" and a community of practitioners. It is generally regarded as fundamentally neutral in moral standing, but the use of testing in a particular context determines its moral standing. In addition to the proposition that testing is a technology, two additional characteristics of technologies must be considered by the National Board on Educational Testing and Public Policy: the fact that technological concerns tend to be directed by elites isolated from those who are not members of the elites and the fact that technological endeavor is firmly associated with a "religion of progress." Consideration of these issues supports the view that tests are a technology with a well-developed technological community and technical underpinnings arcane to lay people. Testing is a complex technological system with its own infrastructure that must be understood. (Contains 30 endnotes.) (SLD)

ED 456 145 TM 033 207

Madaus, George F.
A Brief History of Attempts To Monitor Testing. NBETPP Statements, Volume 2, Number 2.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 17p.

Elementary Secondary Education; *Mathematics Achievement; *Reading Achievement; State Programs; *State Standards; Student Evaluation; Testing Programs; *Writing Achievement
IDENTIFIERS- *Arizona

The standards presented in this book, for reading, writing, and mathematics, are those that will be initially assessed by Arizona's Instrument To Measure Standards (AIMS). These standards and those for other content areas will be a road map for education in Arizona. A statewide test is being developed for each of these areas to measure student progress and school performance, and it is anticipated that a science test will be added. Each standard defines what students should know and be able to do at various levels of achievement: (1) readiness (kindergarten); (2) foundations (grades 1-3); (3) essentials (grades 4-8); (4) proficiency (grades 9-12); and distinction (Honors). Within each standard is one or more performance objectives that describe the results of learning. The standards are listed for each level, with performance objectives associated with each standard. (SLD)

ED 456 165 TM 033 228

Wiersma, William
Continuous School Improvement Questionnaire Field Test. Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Field Tests; *Institutional Characteristics; Pilot Projects; Questionnaires; Reliability; *Teachers; Test Construction; Validity

The Continuous School Improvement Questionnaire (CSIQ) is a comprehensive inventory measuring educators' perceptions of factors that affect success with school improvement. A pilot test of the CSIQ was conducted in Spring 2000, one purpose of which was to reduce the length of the CSIQ. The instrument was reduced from 147 to 72 items. The pilot test was based on data from 274 educators, but the extensive field test reported in this monograph gathered data from 2,093 educators, primarily teachers, from 79 schools. The numbers of scores for subscales and the total scale varied, but in all cases they were less than 2,093. Pilot test results indicate that the 72-item CSIQ is highly reliable, both the total inventory and the individual subscales. For about 3 weeks, the CSIQ has moderate to high stability reliability. Mean scores on the CSIQ subscales are highly consistent and positioned about 70% of the distance from the minimum to the maximum scores. The type (level) of school appears to have a slight to modest effect on subscale and total score performance, with subjects in elementary school having the greater performance. Females tend to score higher than males, but the effect is at least partially confounded with type of school. Subjects in schools known to be in a mode of continuous improvement score higher on subscales and total score than their counterparts in the same type of schools. When considering continuous school improvement as a concept measured by the CSIQ, there appear to be six underlying constructs, which closely coincide with the six subscales of the CSIQ. (Contains a 21 references.) (SLD) about the impact of the new organizational structure on the students, community, and teachers; and how multicultural education would be affected by the new organizational structure. Data analysis found that several themes recurred across the five questions: understanding the significance of school-community relationships; providing for teacher support and inclusion in administrative decisions; keeping the focus on students; providing equitable conditions; increasing teacher knowledge; understanding the essence of multicultural education; and appreciating the pivotal role played by the school administration. Recommendations include: keep teachers involved in decision making; create a formal system for developing school-community relationships; provide teacher professional development; train in multicultural education; create a family-centered environment; and make student welfare the basis for all decisions. (SM)

ED 456 184   UD 034 356

St. Clair, Sibyl Y.
Follow-Up Study of 1998 Graduates.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; Employment Level; *High School Graduates; High Schools; *Outcomes of Education; Public Schools; Tables (Data); Urban Schools
IDENTIFIERS- *Detroit Public Schools MI

This report presents data regarding the educational and occupational status of high school graduates responding to the 1998 Detroit Public Schools' Graduate Survey, also noting respondents' perceptions of the quality of their academic training and the degree to which it helped them in their present situation. Respondents achieved higher mean scale scores on three standardized tests than did non-respondents. Nearly all respondents were or had been employed, or enrolled in a military program after graduation. About 27 percent described their current employment status as full-time. The most common reason for unemployment since graduation was going to school. When grading the overall quality of their respective high schools, over 80 percent of the respondents gave grades of A, B, or C. Close to 57 percent of the survey respondents indicated that they had taken college preparatory courses. The job positions held by the majority of responding graduates were cashier for females and restaurant/food service worker for males. Of those responding to the survey, 64 percent indicated that they were enrolled in a postsecondary program full time, while 2.7 percent indicated they were part-time students. The Michigan postsecondary program attended by most respondents was Wayne State University. The out-of-state postsecondary program most often attended was Howard University (which was also the most frequently attended Historically Black College). The survey is appended. (Contains 34 tables.) (SM)

ED 456 185   UD 034 357

Stone, Clarence N.; Henig, Jeffrey R.; Jones, Bryan D.; Pierannunzi, Carol
Building Civic Capacity: The Politics of Reforming Urban Schools. Studies in Government and Public Policy.
SPONS. AGENCY- National Science Foundation, Arlington, VA.

most likely to participate in teaching and learning activities supporting diversity. (Contains 28 references.) (SM)

ED 456 203   UD 034 378

Gudeman, Roxane Harvey
Faculty Experience with Diversity: A Case Study of Macalester College.
PUB DATE- 01
NOTE- 27p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p251-276. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Responsibility; College Faculty; Consciousness Raising; Cultural Awareness; *Diversity (Student); Higher Education; Minority Groups; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- Macalester College MN

This study tested the belief that domestic racial/ethnic diversity in the classroom contributes to the preparation of students for civic responsibility, focusing on Macalester College, a small liberal arts college in Saint Paul, Minnesota. Macalester has committed significant resources to fulfilling its goals of multicultural recruitment and support of talented students, faculty, and staff of color and to establishing classes that reflect the range of social, artistic, scientific, and philosophical experiences of people nationwide. College faculty completed a Faculty Diversity Questionnaire in which they evaluated their experiences with diversity in the classroom and provided background information. Overall, faculty judged that domestic racial and ethnic diversity in the classroom was important in fulfilling Macalester's educational mission. Several educational outcomes were positively affected by the presence of multiple racial/ethnic groups in the classroom, including: broader sharing of experiences, the raising of new issues and perspectives, substantive discussion of racial/ethnic issues, confrontation of stereotypes, and development of a willingness to examine one's own perspectives and values. Faculty agreed that most white students benefit from racial diversity. Those who taught classes emphasizing race/ethnicity reported greater or equal benefit from classroom diversity than did those who only included content relevant to diversity. (Contains 6 references and 42 endnotes.) (SM)

ED 456 204   UD 034 379

Gaston, Paul M.
Reflections on Affirmative Action: Its Origins, Virtues, Enemies, Champions, and Prospects.
PUB DATE- 01
NOTE- 18p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p277-293. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Civil Rights; *College Admission; *Diversity (Student); Higher Education; Minority Groups; Racial Discrimination; Racial Integration

NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; College Faculty; Community Colleges; *Faculty College Relationship; *Teacher Attitudes; Teacher Surveys; Teaching Conditions; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

In 2001, the College of the Canyons (COC) (California) surveyed all faculty members hired between May 2000 and March 2001 to gather information about the experiences of newly hired faculty. Thirty-eight anonymous questionnaires (with both open- and closed-ended questions) were placed in the mailboxes of new faculty; 23 were completed and returned, for a response rate of 61%. Results included: (1) new faculty had a very positive attitude toward personnel office staff and said the interview process was conducted professionally; (2) 91% said the qualifications for the position were clearly written, but only 82% said the position description accurately conveyed position expectations; (3) 94% of those who participated in the orientation process said it was useful; (4) logistical items such as workspace, furniture, and computers received the fewest positive responses compared with other sections of the survey; (5) in the open-ended comments, new faculty members were favorable toward the interpersonal relationships experienced; however, concerns were expressed over logistical issues, inconsistent enforcement of procedures, and large class sizes; and (6) suggestions for changes included assigning faculty mentors, sending written confirmation upon hiring, adding a social dimension to the hiring process, and allowing students to talk at the faculty orientation. (Contains the survey instrument, as well as data on open- and closed-ended questions.) (EMH)

ED 455 860 JC 010 535

Executive Compensation in the California Community Colleges, 2000-2001.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Community Colleges; *Compensation (Remuneration); *Educational Administration; Income; Institutional Administration; Operating Expenses; *Salaries; Two Year Colleges; Wages
IDENTIFIERS- *California Community Colleges

The Chancellor's Office of the California Community Colleges, in compliance with the State Legislature's requirements, issues a yearly report detailing executive compensation in the community colleges. There are three major organizational configurations in the state: (1) 20 multi-college districts administered by chancellors; (2) 56 colleges in multi-college districts administered by presidents; and (3) 52 single colleges in single-college districts administered by superintendent/presidents as chief executive officers. In the multi-college districts, the highest total compensation for a chancellor is $220,063 in the Peralta Community College District, while the lowest in the area is $122,100 in the Yosemite Community College District; the average is $164,818. The highest compensation for a president in a multi-college district is $167,284 at Los Angeles Southwest College, while

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; *College Role; *Community Colleges; *Counseling Services; *Guidance Centers; Individualized Programs; *Student Needs; Two Year College Students; Two Year Colleges

This working paper discusses the unique and complex issues community colleges face in providing career counseling and guidance to students, and it provides an overview of the current status of these services. Guidance and counseling at community colleges is complicated by the variety of students and the varying needs of population--from the older student who may be changing careers to the young first-generation student with little information about both education and employment. Though campuses have counseling and guidance centers, these centers are often adjuncts that have little resources and high student-to-counselor ratios. This is complicated by the fact that many institutions have several centers such as the transfer center, the career center, and separate centers for low-income, minority, or disabled students. Although this separation of services is justified as serving the diverse needs of students, its efficacy is not clear. The paper discusses how research needs to be done to better understand the needs of students and how to meet those needs. It also suggests that comprehensive research needs to be done, among other things, to assess the variety of services offered, the resources committed to guidance and counseling, and how different approaches to counseling affect students. (Contains 23 references.) (LD)

ED 455 881   JC 010 558

Annual Report, 2000.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Community Colleges; *Educational Assessment; Educational Quality; Foreign Countries; *Organizational Objectives; Strategic Planning; *Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

This document is a report on the state of applied arts and technology colleges in Ontario, Canada. It includes a message from the Chair of the Association as well as the Chair of the Committee of Presidents, and a report from the Executive Director of the Association. In the advocacy and communications arena, chief among the successes for the year was the development of a plan that outlines the direction the colleges need to go in order to remain vital to the economic and social development of Ontario. The colleges also developed a variety of initiatives aimed at communications with its constituents to garner support and reinforce the goals of the colleges on various activities and governmental actions. In terms of research and policy, important accomplishments for the year include the approval of a paper recommending a new charter, with broader authority and accountability, for the colleges, and a task force report that demonstrates the success of the colleges in providing access and high quality programs. Other highlights include the announcement of a significant super-fund project that represents a major investment in the colleges, and

http//www.gseis.ucla.edu/ERIC/eric.html.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Basic Skills; *Community Colleges; Computer Assisted Instruction; *Educational Diagnosis; High Risk Students; Learning Strategies; Remedial Instruction; *Skill Development; *Student Development; *Tutoring; Two Year Colleges
IDENTIFIERS- ERIC Digests; *Learning Assistance Centers

This digest focuses on the importance of learning assistance centers (LACs) to academic success and student retention. LACs differ from learning resource centers, which mainly provide and disseminate educational information. They also differ from development education offices, which give emphasis to teaching basic skills and preparing students for college-level coursework. According to this digest, LACs concentrate on: academic diagnosis, study skills, peer/professional tutoring, supplemental instruction, computer-assisted instruction (self-learning), developmental courses, faculty outreach, public relations (open to all potential students, traditional or nontraditional), staff development, referral services, counseling/advising, evaluation (student questionnaires/alumni surveys), and academic follow-up. LACs also help institutions retain students. Community colleges with primarily a nontraditional, transient population have a difficult time retaining students who feel they don't belong in college or feel no connection with the college. LACs can provide these students with a link to the college, helping build a sense of place or belonging. LACs can also help colleges become a more comprehensive student learning environment. (MKF)

ED 455 902   JC 010 586

Kirkpatrick, Laura
Multicultural Strategies for Community Colleges: Expanding Faculty Diversity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Diversity (Faculty); *Multicultural Education; Student Characteristics; Teacher Characteristics; *Teacher Student Relationship; Two Year College Students; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest explores the community college's mission to increase student attendance and performance by improving faculty diversity. Community colleges are filled with multicultural, diverse students who bring different knowledge and skills to educational institutions. These students are also attracted to the community college for different reasons. The faculty/student relationship is seen as the core to the learning experience. Students have to be able to identify with the faculty, and faculty members have to be able to identify with the students. A diverse student body needs instruction and leadership from a diverse faculty and administration. Case studies include five community colleges from different regions

PUB DATE- 01
NOTE- 189p.; For 1999 Factbook, see PS 029 653. No Factbook was published in 2000. Oklahoma Kids Count Partnership also funded by Sarkeys Foundation, Chickasaw Nation, Kirkpatrick Family Fund, Sonic Industries, Stillwater National Bank and Trust Company, Drs. Carl and Roger Sheldon, and Crowe & Dunlevy Attorneys and Counselors at Law.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Welfare; *Children; *Counties; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Enrollment; Infant Mortality; Infants; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Oklahoma

This Kids Count Factbook details county and statewide trends in the well-being of Oklahoma's children. The statistical portrait is based on seven indicators or benchmarks of child well-being: (1) low birth weight infants; (2) infant mortality; (3) births to young teens; (4) child abuse and neglect; (5) child and teen death; (6) high school dropouts; and (7) juvenile violent crime arrests. Statewide findings, presented in the factbook's overview, indicate that two of the seven benchmarks (low birth weight infants and child abuse and neglect) worsened compared to data from over a decade ago. Five benchmarks (infant mortality, births to young teens, child death, high school dropouts, and juvenile violent crime arrests) improved over the comparable data. The Factbook then presents current statewide and county data for each of the benchmarks. Each benchmark is defined, state and county trends are presented, and racial differences are noted. The bulk of the Factbook is comprised of county profiles, in which data for each of the indicators are presented graphically. A county benchmark key, tips for data interpretation and use, explanations of methodology and sources, and single tables compiling county data for each indicator conclude the Factbook. (SD)

ED 455 921 PS 029 655

Teaching and Learning in the Critical Early Years: Preschool through Third Grade.
PUB DATE- 00
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Classroom Environment; *Developmentally Appropriate Practices; Diversity (Student); *Early Childhood Education; *Educational Practices; *Elementary School Curriculum; Elementary School Teachers; Family School Relationship; Paraprofessional School Personnel; Personal Narratives; *Preschool Curriculum; Preschool Teachers; Scheduling; State Standards; *Student Evaluation; Teacher Aides; Teacher Attitudes; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Indiana

NOTE- 3p.; Excerpts from "Early Intervention as We Know It" by Donald B. Bailey, Jr., Lynette S. Aytch, Samuel L. Odom, Frank Symons, and Mark Wolery, published in "Mental Retardation and Developmental Disabilities Research Reviews," 5:11-20 (1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; Models; *Preschool Children; Preschool Education; *Program Design; *Program Effectiveness; Research Needs; Theories

Noting that there has been steady growth since 1986 in the number of children and families served in early intervention programs for infants/toddlers with disabilities, this report excerpts an article examining the current status of early intervention and outlines five issues believed to be critical in the coming decade. These issues are: (1) determining outcomes expected of early intervention; (2) determining appropriate models and intensity of treatments; (3) factoring quality in the equation; (4) accounting for child, family, and community variables in determining efficacy; and (5) integrating emerging perspectives and knowledge from neuroscience and genetics. (KB)

ED 455 940 PS 029 702

Depressed Moms & Child Development. NCEDL Spotlights Series, No. 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpts of study conducted by the National Institute of Child Health & Human Development and reported in "Developmental Psychology," September 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Children; Comparative Analysis; *Depression (Psychology); Longitudinal Studies; *Mothers; *Parent Influence; *School Readiness
IDENTIFIERS- *Maternal Sensitivity

This report summarizes findings from a longitudinal study of 1,215 mothers and children from 10 locations around the United States, focusing on the links between maternal depression and child outcomes. Families were followed from 1 month to 36 months after the birth of their child. Data collection methods included observations of mother-child play at 6, 15, 24, and 36 months, child cognitive and language testing at 36 months, and assessment of maternal depression using the Center for Epidemiological Studies Depression Scale. The findings indicate that children of depressed mothers performed more poorly on measures of school readiness, verbal comprehension, and expressive language skills at 36 months than children of mothers who never reported depression. Children of mothers who had more prolonged depression were seen as less cooperative, and their mothers reported the children had more problem behaviors than children whose mothers were never depressed. Children of mothers who were depressed some of the time fell in between these two groups. Children whose mothers were more sensitive did better on cognitive and language tests, and were more helpful during toy clean-up. Their mothers also reported them to be more cooperative and to have fewer problem behaviors, regardless of mothers' level of depression. Lower maternal sensitivity partly explained their children's poorer

Educational Quality; Government Role; Government School Relationship; *Policy Analysis; Policy Formation; Politics of Education

IDENTIFIERS- Organisation for Economic Cooperation Development

This paper is the result of an intensive case study by an Organisation for Economic Cooperation and Development (OECD) review team, whose purpose was to investigate early childhood education and care (ECEC) in the United States, 1 of 12 countries participating in the OECD review between 1998 and 2000. The paper draws on information provided by a U.S. Department of Education background report, formal and informal discussions, document analysis, literature surveys, and observations of the review team. The paper's introductory chapter outlines the rationale of the OECD review and describes the goals and framework of the review visit and the paper. The remaining chapters are: (1) "Major ECEC Policy Priorities in the USA: A Brief Overview"; (2) "Contextual Issues Shaping ECEC Policies in the USA"; (3) "Current ECEC Policy and Provision in the USA"; (4) "Issues Arising from the Review Visit"; and (5) "Policy Implications from a Review Team Perspective." The paper's appendices present review team members, information on the U.S. background report, and a program of the review visit. (Contains 28 references.) (EV)

ED 455 961   PS 029 730

Carroll, Lynda; Leander, Susan

Improving Student Motivation through the Use of Active Learning Strategies.

PUB DATE- 01

NOTE- 75p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Academic Achievement; Action Research; *Active Learning; *Change Strategies; *Cooperative Learning; Grade 5; Intermediate Grades; Intervention; *Learning Strategies; Program Evaluation; Questioning Techniques; Social Studies; Student Attitudes; *Student Improvement; *Student Motivation; Thinking Skills

IDENTIFIERS- Graphic Organizers

This action research project sought to increase motivation in fifth-grade social studies students. Observations and measures of student attitudes and achievement indicated a lack of student interest in learning activities. Two categories of intervention were implemented: (1) instruction in the use of learning strategies, including graphic organizers and questioning techniques, to improve higher order thinking skills and to increase students' ability to organize and comprehend information; and (2) use of cooperative learning to increase student motivation and enhance social skills. Post-intervention data indicated an increase in student motivation. Students showed improvement in attitudes and academic performance, felt more confident in their learning of social studies, and sufficiently used the learning strategies implemented in the project. (Six appendices include survey and observation forms and classroom materials. Contains 17 references.) (EV)

ED 455 962   PS 029 731

Moriarity, Janice; Pavelonis, Kim; Pellouchoud, Deborah; Wilson, Jeanne

Increasing Student Motivation through the Use of Instructional

New Economic Opportunities: The Competitive Advantages of Rural America in the Next Century" (Andrew M. Isserman); "Rural Policy Lessons from OECD Countries" (Mario Pezzini); and "New Goals for New Rural Policies" (Geoffrey J. D. Hewings). An overview panel presents comments by Jill Long Thompson, Jesse White, Allen I. Olson, and Javier M. Gonzales. (Contains references in papers and contributor profiles.) (SV)

ED 455 982   RC 022 989

Directory of Indian Education Programs in Montana.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; *Colleges; Educational Resources; Elementary Secondary Education; Federal Programs; *Organizations (Groups); Postsecondary Education; Preschool Education; *Public Agencies; *Schools; State Programs; Tribally Controlled Education
IDENTIFIERS- *Montana

This directory compiles information on Montana agencies, schools, colleges, and programs concerned with American Indian education. The first section covers educational agencies, associations, and resources. A brief annotated bibliography describes 10 books for educators. Contact information is provided for the Board of Public Education, the Certification Standards and Practices Advisory Council, education program offices of the Bureau of Indian Affairs, tribal education directors, Johnson O'Malley program administrators, the Montana Advisory Council for Indian Education, MEA/MFT (Montana Education Association/Montana Federation of Teachers) field offices and minority affairs caucus, the Montana-Wyoming Indian Education Association Board of Directors, national Indian education organizations, and departments of the Montana Office of Public Instruction. URLs are given for Web sites related to Indian education and curriculum development. The second section provides contact information for Head Start programs on Montana Indian reservations, public schools on or near reservations, public urban schools, tribal contract and private schools, bilingual education programs, and Title IX (ESEA) federal projects. The third section provides contact information for tribal colleges, the American Indian Higher Education Consortium, institutions in the Montana university system, public community colleges, private colleges, the Montana Board of Regents, TRIO programs, and outreach sites of the Educational Opportunity Center. The fourth sections lists relevant local, state, tribal, and federal government resources, and newspapers and radio and television stations on Montana reservations. (SV)

ED 455 983   RC 023 088

Nielson, Dori Burns
Who Will Teach Montana's Children?
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Incentives; *Labor Turnover; Professional Development; Retirement Benefits; Rural Schools; Teacher Persistence; *Teacher Recruitment; *Teacher

ED 456 000 RC 023 118

Moreno, Robert P.
Teaching Everyday and School Related Tasks: Effective Instruction among Mexican-American Mothers. JSRI Working Paper No. 48.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Attainment; Instructional Effectiveness; *Mexican Americans; *Mothers; Parent Child Relationship; *Parents as Teachers; *Preschool Children; Preschool Education; *Teaching Methods

A study examined the teaching behaviors of Mexican American mothers using an "everyday" and a "school-related" task. The sample consisted of 37 Mexican American mother-child dyads. All children were preschoolers, with a mean age of 6.1 years and no history of developmental delays or learning difficulties. All mothers were proficient in English and worked outside the home. The two tasks were shoe-tying (tying shoelaces in a standard bow) and a selective attention task in which children indicated whether two figures were similar in shape and color. The results indicate that the mothers altered their instruction across time and according to the task at hand. Under everyday conditions, the mothers relied primarily on verbal behaviors, such as commands, labeling, directives, and verbal corrections to guide and maneuver children's activity. Under the school task condition, mothers relied on nonverbal behaviors, primarily visual cues and physical corrections. The mothers also instructed their children in a "complementary" fashion, altering their general strategy according to the demand on the child. Regardless of task, however, mothers tended to follow an overall instructional pattern consistent with that proposed by a Vygotskian framework. Finally, mother's educational level was found to be related to her teaching behaviors under the everyday task, but not the school task. (Contains 37 references.) (Author/SV)

ED 456 001 RC 023 119

Blasi, MaryJane H.
Returning to the Reservation: Experiences of a First Year Native American Teacher.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; *Beginning Teachers; Case Studies; Classroom Techniques; *Cultural Awareness; Empathy; Grade 7; Junior High Schools; Navajo (Nation); Reservation American Indians; Secondary School Teachers; *Teacher Attitudes; *Teacher Student Relationship; *Teaching Experience; Theory Practice Relationship
IDENTIFIERS- Native Americans

A case study of the experiences of a Native American teacher (Joseph) during his first year of teaching examined the transition from the idealistic world of college to the stark realities of actual teaching. Data were gathered through bimonthly semistructured interviews, classroom observations, and telephone communication. Joseph picked a reservation school to teach in because his grandfather had come from the same and case study analysis of town governance provided a portrait of the skills and abilities brought to bear on civic life by Herring Bay's community leaders. The study found that in poor, remote Herring Bay, human capital among civic leaders was not lacking. Community leaders had much higher levels of education than the general U.S. population, and also had extensive business management experience and other skills applicable to municipal administration. Returnees brought their education and experience back to their native place and were making important contributions to civic leadership. However, these leaders were lacking in the very specialized skills and knowledge needed for managing today's municipalities. Training for volunteer citizen leaders is crucial in rural places lacking the resources to hire and retain professional municipal managers. (Contains 48 references.) (SV)

ED 456 018 RC 023 167

Schweitzer, Marjorie M., Ed.
American Indian Grandmothers: Traditions and Transitions.
PUB DATE- 99
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Development; Aging (Individuals); American Indian Culture; *American Indians; *Child Rearing; *Cultural Maintenance; Family Relationship; *Grandparents; Grandparents Raising Grandchildren; Kinship; Mythology; *Nonformal Education; Role; Socialization
IDENTIFIERS- Grandparent Role; *Intergenerational Relationship

American Indian grandmothers are almost universally occupied with child care and child rearing at some time in their lives, but cultural variables influence the definition, role, and status of grandmothers in different tribes. This book contains nine chapters that blend documentary history, oral history, and ethnographic observation to illuminate the complexity of grandmothering among the Navajo, Puget Sound Salish, Tewa, Hopi, Otoe-Missouria, Choctaw, and Sioux. Following a definition and Shawnee creation story of grandmothers, an introduction (Marjorie M. Schweitzer) describes the research projects; discusses early ethnographies and contemporary studies of elderly Indians; and provides context for threads that run through various chapters: the roles of grandmothers in child rearing and cultural transmission, changing roles of grandmothers across generations, and the positive and negative aspects of aging in American Indian communities. Chapters are: (1) "Thinking Good: The Teachings of Navajo Grandmothers" (Karen Ritts Benally); (2) "Give-and-Take: Navajo Grandmothers and the Role of Craftswomen" (Ann Lane Hedlund); (3) "Coyote Looks at Grandmother: Puget Sound Salish Grandmothers in Myth and Message" (Pamela Amoss); (4) "Discontinuities in the Statuses of Puget Sound Grandmothers" (Bruce G. Miller); (5) "Being a Grandmother in the Tewa World" (Sue-Ellen Jacobs); (6) "The Two Aspects of Hopi Grandmotherhood" (Alice Schlegel); (7) "Otoe-Missouria Grandmothers: Linking Past, Present, and Future" (Marjorie M. Schweitzer); (8) "Powwow Princesses and Gospelettes: Cross-Generational Enculturation in American Indian Families" (Joan Weibel-Orlando); and (9) "Daughters of Church Rock" (Patricia McCabe). (Contains references in notes, a 17-page bibliography, photographs, and an index.) (SV)

ED 456 019 RC 023 168

Arthur Orsini); (16) "Going Off-Ramp: A Car Trip Reduction Plan for Schools" (Arthur Orsini); (17) "From Gridlock to Global Warming" (Rebecca Watts Hull); (18) "Counting the Real Costs of Cars" (Pembina Institute for Appropriate Development); (19) "Taking Action on Climate Change: Inside and Outside Our Schools" (Denise Philippe and Richard Kool); (20) "What Cool Schools Can Do" (Tom Yohemas); (21) "Getting into Hot Water" (Joe Umanetz); (22) "The Clean Air Game" (Deborah Avalone-King); (23) "Visiting a Sustainable Living Site" (Barbara Wallace); (24) "Cycling for a Better World" (Gilles Belisle); and (25) "Climate Change Round Table" (Toronto Environmental Alliance). (YDS)

ED 456 039 SE 065 150

Yoon, Susan
Children's Preconceptions of Human-Animal Relationships, Dispositions towards a Humane Consciousness and Implications for Curriculum and Instruction.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Environmental Influences; Ethics; *Genetics; Intermediate Grades; Science Education
IDENTIFIERS- Sustainability

Even though we live in an age of advancing technology and changing structure of science, especially in genetics engineering, there appears to be a great lack of understanding of these basic concepts by society in general. Society carries responsibilities to both living and non-living things; this lack of understanding may result in combined economical and environmental costs for everyone. Genetic modifications can produce enormous consequences. In North America, the focus of environmental education is on the issue of human sustainability, which follows a technocratic approach with the support of government. This paper points out the few published studies that provide insight into the nature of student understanding of human-animal relationships and investigates eighth grade students' perceptions of today's most pressing environmental concerns. (Contains 22 references.) (YDS)

ED 456 040 SE 065 153

Griesser, Sara Anne
A Study of the Problem Solving Abilities of Seventh Grade Students Who Receive Anchored Problem Solving Instruction.
PUB DATE- 01
NOTE- 71p.; Master of Arts, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Educational Change; *Educational Technology; Grade 7; *Mathematics Instruction; Middle Schools; *Problem Solving; Relevance (Education); Teaching Methods; Videodisks; *Word Problems (Mathematics)

Current mathematics education emphasizes the importance of a problem solving mindset in the classroom. Students need to know how they are going to use what they are learning in real life. The purpose of this study was to determine the effect of

Amendment. Students play the role of staff members for a U.S. Senator. They research the issue and prepare both pro and con responses for floor debate in the Senate. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, its correlation to history/social science and language arts standards, and adaptations for special needs students. (RJC)

ED 456 062 SO 031 640

People v. Clevenger: Issues of Vandalism, Computer Crimes, and Search and Seizure. Official Materials for the California Mock Trial Competition.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; California State Bar.
PUB DATE- 96
NOTE- 79p.; "Featuring a pretrial argument on the Fourth and Fourteenth Amendments of the U.S. Constitution." Developed by Marshall Croddy, William Hayes, Elenor Taylor, and Ilene Waldman. Co-sponsored by California Young Lawyer's Association and Daily Journal Corporation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Competition; *Court Litigation; High Schools; *Law Related Education; *Legal Problems; Social Studies; Student Participation
IDENTIFIERS- *California; Fourth Amendment; *Mock Trials; United States Constitution

This booklet contains the official materials that student teams used to prepare for the 16th Annual California State Mock Trial Competition, held in April 1997. The mock trial process is designed to clarify for students the workings of legal institutions. As student teams study a hypothetical case, conduct legal research, and receive guidance from volunteer attorneys in courtroom procedure and trial preparation, they acquire a working knowledge of the judicial system. These materials, which map the case of "People v. Clevenger" from beginning to end, help prepare students to portray each of the principals in the cast of courtroom characters and can be used with a local mock trial or in the classroom. "People v. Clevenger" is the hypothetical case of a high school student accused of vandalism and computer crimes. The pretrial motion focuses on Fourth Amendment issues of search and seizure, regarding evidence obtained from the student's locker. Materials address both the prosecution and the defense. The booklet is divided into the following sections: "Program Objectives"; "Code of Ethics"; "1996-97 Mock Trial Competition"; "Classroom Discussion Materials"; "California State Mock Trial Fact Situation"; "Pretrial Motion and Constitutional Issue"; "Witness Statements"; "The Form and Substance of a Trial"; "Role Descriptions"; "Procedures for Presenting a Mock Trial Case"; "Diagram--'A Typical Courtroom'"; "Mock Trial Simplified Rules of Evidence"; and "Official Judge and Scorer Information Packet." (BT)

ED 456 063 SO 031 690

Macedo, Stephen
Diversity and Distrust: Civic Education in a Multicultural

Abernathy-Tabor, Michelle
Celebrating Our Connections through Water. Water in Africa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 25p.; For related Water in Africa units, see SO 032 890-910.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Benchmarking; *Cultural Context; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; *Global Approach; Hydrology; National Standards; Physical Geography; Social Studies; Student Research; Thematic Approach; *Water
IDENTIFIERS- Africa; *Celebrations; *Ceremonies; Peace Corps; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. In this unit, students reflect on the role of water in ceremonies and celebrations around the world. Peace Corps Volunteer vignettes provide the basis for researching and collecting data, which is organized into a class retrieval chart. As a culminating activity, students create learning stations and host a celebration of Water Day for younger students. The unit partners older elementary or middle school students with a class in grades 2-4. It can be used in language arts, social studies, reading, art, or foreign language classes and needs two weeks to complete. The unit lists materials needed, outlines applicable standards, poses discussion questions, and lists student objectives. It details day-by-day procedures for the teacher and suggests assessment and follow-up/enrichment activities. (BT)

ED 456 084 SO 032 902

Ray, Dany M.
Bringing Water to a Lesotho Village: A Classroom Simulation. Water in Africa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 24p.; For related Water in Africa units, see SO 032 890-910.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Benchmarking; Curriculum Enrichment; Developing Nations; Foreign Countries; Hydrology; Intermediate Grades; Junior High Schools; National Standards; *Physical Environment; Physical Geography; *Simulation; Social Studies; Student Research; *Water Resources
IDENTIFIERS- *Lesotho; Peace Corps; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. Intended for middle school students, this unit can be used in geography, health, and language arts classrooms. Four or five 45-minute class periods are suggested.

of family, culture, and society and that cultural and linguistic diversity influence development and learning. The paper gives examples of assignments designed to meet these competencies. The assignments model the full range of competencies to be developed in preservice early childhood teachers. Assignments include: completing home visits; observing and anecdotal record keeping in field placements; student teaching in early childhood placements; applying current research; conducting individual and group assessments; interviewing parents and early childhood teachers; developing Individual Education Plans; developing cultural sensitivity; and demonstrating the ability to make accommodations for children with special needs. (SM)

ED 456 104 SP 040 186

Jensen, Jacquelyn W.
Application of Constructivism to Teacher Education.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Constructivism (Learning); Elementary Secondary Education; *Experiential Learning; Higher Education; Preservice Teacher Education; Prior Learning; *Teaching Methods

This study identified instructional strategies that family and consumer science teacher candidates found useful, noting why the strategies aided their learning. A 2-hour lesson on classroom management using small group theory was selected based on its ties to constructivist pedagogy. Before teaching the lesson, the instructor described her instructional goals in an audiotaped interview. She taught the lesson 2 weeks into the semester. Data about the instructional environment were collected using a video camera and field notes. Analysis of these data identified major instructional patterns, which were used to construct a narrative description. The frequency of various strategies was estimated by tallying those present in the narrative description. Following the lesson, student teachers completed a questionnaire about the most important concepts they had learned, features of the instruction that helped them learn each concept, and why those aspects of instruction helped them learn the concepts. Two days later, four student teachers completed stimulated recall sessions, watching the videotaped lesson and stopping it in places where the instruction best aided their learning. Overall, participants learned best from cases about which they had prior knowledge. They found experiential learning very important and considered discussion moderately helpful. (Contains 38 references and 4 tables.) (SM)

ED 456 105 SP 040 187

Jacobson, Anna
Developing a Voice: Teacher Empowerment and Second Language Teacher Education.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Center directors, 66 staff members, more than 247 assessment contacts, and 370 principals. From responses on these surveys, 20 training contacts were chosen for telephone interviews in the 1998-1999 evaluation. Site visits were conducted during both evaluations. Results of both evaluations indicate that the program has a large volume of training materials that both the Center and school district teams found very useful. Overall, the teams were pleased with the services they were provided. The "pass-through" training did not work as well as specifying the goals for training and allowing the Center teams to develop their own workshops and service delivery methods. It was also found that educators need to see lots of sample assessments that are aligned with state standards, and that changes in classroom practice require support from administrators. Recommendations for program improvement were made based on the findings from both evaluations. (SLD)

ED 456 125   TM 033 182

DeMauro, Tom; Helphrey, Traci; Schram, Greg; Spiekermann, Carrie
Comparing Students' Attitudes towards the Use of Traditional and Alternative Assessment Practices.
PUB DATE- 01
NOTE- 49p.; Master of Arts Action Research Project, Saint Xavier and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Alternative Assessment; *Elementary School Students; *Middle School Students; Middle Schools; Primary Education; Questionnaires; *Student Attitudes; *Test Use

This paper describes a program designed to compare students' attitudes towards the use of traditional and alternative assessment practices. The targeted population consisted of a second and third grade general education class, a third grade physical education class, and an eighth grade applied technology class in three communities in northern Illinois. Each community is part of a suburban area where the family income ranges from low to upper levels. Evidence for the existence of a problem came from student surveys and teacher observations. Analysis of probable cause data shows that negative attitudes towards assessments have a direct effect on students' attitudes about learning. Students experience frustration due to the lack of choices they are given about being assessed; they experience anxiety because of the pressures to achieve, and they demonstrate low self-esteem as a result of low test scores. A review of solution strategies suggested by the professional literature, combined with an analysis of the problem settings, result in the opportunity for students to participate in both traditional and alternative assessments that will allow them to demonstrate their knowledge and understanding and reflect on their feelings towards the different assessments. Post intervention data indicate a discrepancy between the feelings of primary and middle school students towards the various assessments. Elementary school students tended to describe their feelings about traditional and alternative assessments using a similar vocabulary without a preference for either approach. In the middle grades, students preferred to engage in alternative assessments although they felt that traditional assessments were more reflective of their abilities. Seven appendixes contain cover letters, surveys, and consent forms used in the study and reflection sheets. (Contains 16 tables and 27 references.) (SLD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; Elementary Secondary Education; *Standardized Tests; Supervision; *Test Use; Testing Programs
IDENTIFIERS- *Monitoring

This paper provides a brief history of attempts to monitor testing in the United States. It describes proposals for monitoring from the first attempts in the 1920s to similar proposals in the 1990s. The discussion focuses on: (1) Giles Ruche's proposal for a consumer research bureau on tests; (2) Oscar K. Burros' reviews of tests and efforts to establish a more active test monitoring agency; (3) the call of the American Psychological Association for a Bureau of Test Standards and a Seal of Approval; (4) the Project on the Classification of Exceptional Children's recommendation for a National Bureau of Standards for Psychological Tests and Testing; and (5) the efforts of various professional organizations to establish standards for test development and use. The concept of monitoring tests and the impact of testing programs has a long history, but was not translated into practice until the formation in 1998 of the National Board on Educational Testing and Public Policy. The National Board has finally begun the process of independently monitoring tests and testing programs that has been called for since the 1920s. (Contains 28 endnotes.) (SLD)

ED 456 146 TM 033 208

Clarke, Marguerite; Madaus, George; Horn, Catherine; Ramos, Miguel
The Marketplace for Educational Testing. NBETPP Statements, Volume 2, Number 3.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Factors; *Educational Testing; Elementary Secondary Education; Income; *Standardized Tests; State Programs; *Test Use; *Testing Programs
IDENTIFIERS- Market Analysis; Test Publishers

This paper considers the size of the marketplace for education testing. The discussion is focused on commercial standardized achievement tests produced for the elementary and secondary market, the "Elhi" market. A few testing companies now account for the bulk of the test sales in the Elhi market, but it is difficult to obtain exact figures on the size of the testing marketplace. Five indicators of indirect growth are examined: (1) number of state-mandated testing programs; (2) aggregate sales of tests; (3) revenues of four testing companies; (5) prices of test booklets, answer sheets, and scoring services; and (6) references to testing in the education literature. When all of these things are considered, it is evident that the test market is large and growing. The growth potential of the industry and the fact that it is largely unregulated mean that more attention must be paid to testing and the educational outcomes that result. (SLD)

ED 456 147 TM 033 210

Jamentz, Kate

ED 456 166 TM 033 231

South Dakota Annual Report of Academic Progress.
PUB DATE- 01
NOTE- 226p.; For the previous report, see ED 430 003.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Attendance; College Bound Students; College Entrance Examinations; *Dropouts; Elementary Secondary Education; *Enrollment; Tables (Data); *Test Results
IDENTIFIERS- ACT Assessment; *Educational Indicators; *South Dakota; South Dakota Board of Regents; Stanford Achievement Tests

This summary of key indicators of educational progress provides information about how South Dakota schools are doing. The publication includes attendance and dropout rates, achievement test scores, ACT Assessment scores, and Board of Regents' feedback on students entering state universities. The information is provided both in statewide summaries and in individual school district profiles. In the 1999-2000 school year, South Dakota enrolled 129,093 students in 749 schools. Of this total, 12.82% were from minority groups, and 30.7% were eligible for free lunch. South Dakota's high schools graduated 9,224 students in 1999-2000. Information for these indicators is given for each of the state's school districts: (1) district attendance rate; (2) district dropout rate; (3) grade 2 Stanford Achievement Test, Ninth Edition, results; (4) grade 4 Stanford Achievement Test results; (5) grade 8 Stanford Achievement Test results; (6) grade 11 Stanford Achievement Test results; (7) Stanford Writing Assessment Program test results for grades 5 and 9; (8) ACT Assessment composite scores; and (9) Board of Regents' Feedback report. (Contains 191 tables.) (SLD)

ED 456 167 TM 033 277

Lines, Patricia M.
Homeschoolers: Estimating Numbers and Growth.
PUB DATE- 99
NOTE- 21p.; Web edition previously released in 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Enrollment; *Home Schooling; Nontraditional Education; *Private Education

Data from state education agencies show that homeschooling has more than doubled, and possibly tripled, in the 5 years between the 1990-1991 school year and the 1995-1996 school year. By the 1995-1996 school year, from 1% to 2% of the total school-aged population were in homeschooling. Homeschooling has become a major sector of the private education world, representing approximately 10% of the privately schooled population. In some states, homeschooling may exceed 20% of the privately schooled population. The total number of homeschoolers in the 1990-1991 school year seemed to have been between 250,000 and 350,000 children nationwide, and around 700,000 to 750,000 in 1995-1996. Based on limited evidence from four states, the number is still growing. The rate was between 7% and 15% from the 1995-1996 school year to the 1996-1997 school year. If one assumes the larger growth rate, which is more consistent with past

PUB DATE- 01
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Educational Change; *Educational Policy; Elementary Secondary Education; Inner City; Low Income Groups; Minority Group Children; *Politics of Education; *School Community Relationship; *Urban Schools
IDENTIFIERS- *Reform Efforts

This book examines civic capacity and urban education politics in 11 large cities, highlighting change at the citywide level. Chapter 1, "The Scope of the Problem," introduces the subject. Chapter 2, "The Challenge of Change in Complex Policy Subsystems," suggests that education may be a "high-reverberation" policy subsystem, in which institutionalizing change is difficult. Chapter 3, "The Urban Context: A First Look at the Case Cities," describes the cities (population, race, income, parent's education, city versus suburb, fiscal context, and demographic contributors to weakened public school constituencies). Chapter 4, "Civic Mobilization in Eleven Cities," discusses open collaboration and collective engagement, noting underlying sources of civic mobilization and local history as a conditioning force. Chapter 5, "Conducting Policy in an Ill-Structured Problem Space," examines different understandings of the education problem, noting the relationship between civic mobilization in cities and the understandings of those cities' elites. Chapter 6, "Civic Mobilization and Policy Effort," discusses how civic mobilization leads to better education for urban youth, highlighting systemic reform. Chapter 7, "Implications and Recommendations," discusses a new perspective, lessons for collective problem solving, and applications to contemporary education debates. (SM)

ED 456 186 UD 034 359

Nadal, Kevin L.
Pilipino American Identity Development Model.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Counseling; Cultural Awareness; Ethnicity; *Filipino Americans; Mental Health
IDENTIFIERS- Identity Formation

This paper uses a nonlinear, six-stage ethnic identity development model to promote proper therapeutic treatment of Filipino (Pilipino) Americans, introducing the terms panethnic assimilation and ethnocentric consciousness in relation to the Filipino and Asian American communities. After examining the social, cultural, economic, and mental construction of the Filipino American community as compared to the pan-Asian American community, the paper hypothesizes that Filipino Americans will experience a different ethnic identity development than their Asian American counterparts and thus cannot follow any previously developed identity stage models. The six-stage model includes ethnic awareness; assimilation into the dominant culture; social-political awakening; pan-ethnic Asian American consciousness; ethnocentric realization; and incorporation (developing a positive and comfortable

IDENTIFIERS- University of Virginia

This chapter reflects on the civil rights movement and affirmative action at the University of Virginia from the 1960s to 1999, when affirmative action was challenged by people claiming that it discriminated against new groups. It describes how affirmative action changed the author's teaching at the University as he challenged deep-rooted racial beliefs. The chapter suggests that affirmative action is essential to higher education for the pursuit of justice and the health of U.S. society. It details the attack on affirmative action, describing differences between what opponents of affirmative action call racial discrimination and what actual racial discrimination involves. It explains what affirmative action means to education, noting that misconceptions about the admission process often spring from unexamined assumptions that universities base their admissions offers on estimates of candidates' academic promise. In reality, universities typically do not base their admission offers on estimates of academic ability alone but instead also consider interests, needs, talents, skills, sex, race, nationality, and residence. The principle of affirmative action laid out by Justice Lewis Powell of Virginia states that race may be legitimately considered where it is simply one element, to be weighed fairly against other elements, in the selection process. (Contains 20 endnotes.) (SM)

ED 456 205   UD 034 380

Rodriguez, America
Reinventing Minority Media for the 21st Century: A Report of the Aspen Institute Forum on Diversity and the Media (Aspen, Colorado, July 13-15, 2000).
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 51p.; With a paper on African-American Web Entrepreneurs and Internet Advertising, by Kofi Asiedu Ofori. Produced by the Aspen Institute, Communications and Society Program.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; Blacks; Communications; Computer Mediated Communication; *Internet; *Mass Media; *Minority Groups; Use Studies; World Wide Web
IDENTIFIERS- Access to Technology; African Americans; Online News

This publication reports on a 2000 forum that included media business executives, financiers, academics, and other experts who examined: how minority media can leverage their historically strong community base to succeed in the new century; how they can overcome financial challenges; what measures they might adopt to keep abreast of opportunities posed by new communications media; and what the impact is of such issues as training, employability, and job retention on media sustainability. Forum participants developed initiatives that would help maintain the economic viability of these media as businesses and also address the mission of many of these firms to enhance ethnic identity, maintain community, and provide employment for community members. The first section examines the historical and economic contexts; the role of ethnic communications in the community; media and the Internet; creating more diverse media; and strategies for growing ethnic community media. The second section includes a paper, "In the Black: African-American Web Entrepreneurs and Internet Advertising" (Kofi Asiedu Ofori), which analyzes advertising in the lowest is $89,000 at San Diego City College; the average is $124,872. The highest compensation for a superintendent/president of a single-college district is $211,586 at the San Francisco Community College District, while the lowest is $108,000 at Feather River College; the average salary is $137, 905. This report looked at 72 districts and 108 accredited colleges in the compilation of its data. (NB)

ED 455 861   JC 010 536

Mespoli, Lawrence; Lam, Linda; Farbman, Jacob
Welcome to the Board: A Manual for New Jersey Community College Trustees.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Education; College Curriculum; *Community Colleges; *Community Needs; Community Services; *Comprehensive Programs; *Economic Development; Education Work Relationship; *Job Training; Nontraditional Students; Two Year Colleges
IDENTIFIERS- *New Jersey

This Manual for New Jersey Community College Trustees offers a brief history and overview of the New Jersey Community College System and New Jersey's System of Higher Education for new board members. It also provides a list of trustee duties and responsibilities, which include: defining the role and mission of the college, evaluating institutional performance, approving college plans, establishing tuition rates, hiring the president, evaluating the president, establishing institutional budgets and approving contracts and expenditures, setting the tone for institutional leadership, and representing the community to the college and the college to the community. There are 11 members of the board, plus a non-voting student representative elected from the graduating class. The manual details the legal requirements delineated by New Jersey's Open Public Meetings Act of 1975, which requires that the public and the press receive advance notice of, and be given the right to attend, all meetings of public bodies. The manual also addresses the issues of financial disclosure for officers of county colleges, the collective bargaining laws, and governmental relations with the Board. Included is a list of associations to which many of the community colleges belong, and with which trustees may want to interact. These associations include: The New Jersey Council of County Colleges, the Association of Community College Trustees (ACCT), and the American Association of Community Colleges (AACC). (NB)

ED 455 862   JC 010 537

OPPAGA Progress Report.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; Associate Degrees; Budgets; *Community Colleges; Cost Effectiveness;

that the colleges performed well on the Key Performance Indicators project, designed to measure success and accountability. (LD)

ED 455 882 JC 010 562

Hernandez, Jean
Collaborative Strategies for Working with Faculty Unions.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the National Institute for Staff and Organizational Development (Austin, TX, May 28-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; Administrative Problems; *College Faculty; *Community Colleges; Cooperative Planning; Educational Administration; Employer Employee Relationship; *Faculty College Relationship; Labor Demands; *Labor Relations; School Administration; *Teacher Rights; Two Year Colleges; *Unions
IDENTIFIERS- *Shoreline Community College WA

This paper shares some of Shoreline Community College's (Washington) means for bringing faculty and administrators together and creating successful, collaborative interactions. A political model of decision-making is included to help resolve conflicts before they become unmanageable. This model has four elements within it that together impact the resolution of a conflict: (1) the person(s) who influences the decision; (2) dynamics such as group cohesion, core leadership, trust and access; (3) resources available to each side; and (4) strategies used to influence the decision--persuasion, inducement, constraint/coercive. Along with having an understanding of how the political model works and how to use it, an administrator must be aware of what myths have biased his/her own response, including "unions are combative," "conflict is bad," "rules are known by all," and "everyone is equal." At Shoreline, training was offered for both administrators and faculty union representatives. A consultant was also hired to work with the president and vice presidents for one day to assess leadership style and teach more effective communication skills. Finally, a one-day workshop was held that included the faculty union executive body, deans, vice presidents, and president of the college. Shoreline has made a sincere effort to include the faculty union president in major decisions that would affect faculty on the campus. The author provides case studies for several scenarios: salary disparity, faculty evaluations, and renegotiating a contract. (Includes a 12-item reading list.) (EMH)

ED 455 883 JC 010 563

Mellow, Gail O.
The History and Development of Community Colleges in the United States.
PUB DATE- 00
NOTE- 7p.; Paper presented at the combined seminar of the Inter-American Development Bank and the Harvard Graduate School of Education (Cambridge, MA, September 4-8, 2000). Presented at New Options for Higher Education in Latin America: Lessons from the Community College Experience Conference, September 4, 2000, Cambridge, Massachusetts.

of the country that are increasing diversity through: (1) focused recruitment of underrepresented groups; (2) internships for individuals from diverse backgrounds, which help impart knowledge on overall community college instruction and operation; (3) fellowships; (4) transfer agreements with historically black colleges; (5) diverse faculty/staff mentor programs, which provide information to future administrators and faculty; and (6) professional development (national organization workshops/conferences). The digest concludes that the global expansion of education makes diversity necessary to community college survival and achievement. (Contains 11 references.) (MKF)

ED 455 903   JC 010 587

Hall, Kelly
Grants Management at Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Financial Support; *Grants; Program Administration; Two Year Colleges
IDENTIFIERS- ERIC Digests

This document focuses on how effective grant development and management can help generate added revenue for community colleges. Some general tips for grant management include: reviewing and maintaining the college's mission; aligning the grant department with all other development departments of the college; and using an experienced grant coordinator to oversee grant acquisition (proposals), administration, allocation, operation, and evaluation. The grant coordinator should be familiar with all guidelines of grant acquisitions including eligibility, grantor's priorities, award amounts, application procedures, and deadlines. Community colleges and grant coordinators also must be familiar with the various types of funding sources for grants, including: (1) public grant sources (federal/state/local government funded); and (2) private grant sources (funded by foundations, corporations, associations, unions, local civic groups, and families). An effective proposal is seen as the most important factor in acquiring grants. Reference guides and informational Web sites on grant writing, grant sources, and grant administration are provided throughout the document. (MKF)

ED 455 904   PS 029 069

Hess, Doug
School Breakfast Scorecard: 2000. Tenth Annual Status Report on the School Breakfast Program.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Breakfast Programs; Enrollment; Federal Programs; Models; *Nutrition; *Participation; Program Descriptions; *Program Effectiveness; Program Evaluation; School Health

This guide is a compilation of stories from early childhood educators throughout the state of Indiana and selected articles from research and experts in the field to assist Indiana educators in designing effective curricula, instruction, and assessment for children from preschool through third grade. The focus of the guide is developmentally appropriate education, and its intent is to act as a companion to the Indiana Academic Standards. Following an introduction, the guide is presented in nine sections: (1) "Role of the Teacher"; (2) "Role of the Instructional Assistant"; (3) "Partnerships with Families"; (4) "Role of the Administrative Staff"; (5) "The Learning Environment"; (6) "Classroom Climate and Daily Schedules"; (7) "Diversity"; (8) "Creating and Implementing Curriculum"; and (9) "Assessment and Evaluation." Each section is prefaced by stories from Indiana teachers and concludes with references and resource lists. (KB)

ED 455 922 PS 029 659

Bloom, Paula Jorde
Circle of Influence: Implementing Shared Decision Making and Participative Management. The Director's Toolbox: A Management Series for Early Childhood Administrators.
PUB DATE- 00
NOTE- 85p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Case Studies; Change Strategies; *Early Childhood Education; *Educational Administration; Educational Philosophy; *Empowerment; *Participative Decision Making; Teacher Administrator Relationship

Based on the view that participative management is essential for high-quality child care program functioning, this book for child care administrators presents participative management as a philosophy and as a set of behaviors defining interactions with people. The book provides opportunities to explore management techniques involving others in critical decisions affecting their job satisfaction and professional fulfillment. The chapters are: (1) "Introduction," including exercises to assess one's own situation related to decision making; (2) "What Is Participative Management and Why Is It Important?" (3) "The First Step: Looking Within"; (4) "A Framework for Shared Decision Making"; (5) "The Decision-Making Process"; (6) "Participative Management: Getting Started"; (7) "Case Studies: Collaboration in Action"; (8) "Strategies That Encourage Participation"; (9) "Avoiding the Pitfalls of Collaboration"; and (10) "A Final Word," delineating the positives and negatives of participative management and the importance of distinguishing collaboration from congeniality. Three appendices contain a questionnaire on decision-making influence and a scoring key, and a blueprint for decision-making for a child development center. (Contains 28 sources for further reading.) (KB)

ED 455 923 PS 029 666

Ferguson, E. Elaine
Early Childhood Centre Administrator Certification. Project Report.
SPONS. AGENCY- Human Resources Development Canada, Ottawa

school readiness, verbal comprehension, and expressive language, and higher rates of problem behavior. (KB)

ED 455 941 PS 029 703

An Approach To Enhance Kindergarten Transition. NCEDL Spotlights, No. 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpts from "Enhancing the Transition to Kindergarten: Connecting Families and Schools" by Marcia Kraft-Sayre and Robert Pianta.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Family School Relationship; *Kindergarten; *Kindergarten Children; Peer Relationship; *School Readiness; *Student Adjustment; Teacher Student Relationship

The Kindergarten Transition Project at the National Center for Early Development and Learning (NCEDL) has developed a school-based approach designed to enhance connections among children, families, teachers, and peers during the transition to kindergarten. This report excerpts from a paper describing this approach to ease transition. The paper describes how the program was developed and delineates program activities for strengthening family-school connections, child-school connections, peer connections, and program connections. Suggestions for family-school connections include organizing an informal dinner with parents and kindergarten teachers in conjunction with school open houses or back-to-school nights. Suggestions for child-school connections include providing opportunities for children to interact directly with their anticipated kindergarten teachers. Suggestions for peer connections include identifying a current kindergartner to serve as a "buddy" to a preschooler. One suggestion for enhancing program connections is to arrange discussions between preschool and kindergarten personnel about classroom practices and specific needs of individual children. (KB)

ED 455 942 PS 029 704

New Book Examines Transition Issues. NCEDL Spotlights, No. 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Based on the book, "The Transitions to Kindergarten," edited by Robert Pianta and Martha Cox.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Books; Early Childhood Education; *Kindergarten; *Kindergarten Children; Program Descriptions; *School Readiness; Sociocultural Patterns; *Transitional Programs

This issue of the "NCEDL Spotlights" describes the content of a new book, "The Transition to Kindergarten," based on a national transitions synthesis conference sponsored by the National Center for Early Development and Learning. The document delineates the chapter topics and describes four trends expected to have significant effect on the transition of

Strategies.
PUB DATE- 01
NOTE- 60p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Change Strategies; Cooperative Learning; Elementary Education; Grade 2; Grade 4; Interdisciplinary Approach; *Intervention; Parent Attitudes; Program Evaluation; Student Attitudes; Student Educational Objectives; *Student Improvement; *Student Motivation; Student Participation; *Teaching Methods
IDENTIFIERS- Goal Setting; Self Reflection

This action research project sought to increase motivation in second- and fourth-grade students in an urban Midwestern school. Achievement and skill measures as well as observations indicated a lack of student participation and interest. Three areas of intervention were implemented: cross-curricular activities to heighten student interest, cooperative learning strategies to promote participation and interaction, and teacher-designed activities that focused on goal-setting and personal reflection. Follow-up data indicated that active student participation increased, parent and student attitudes toward school and learning became more positive, and students experienced academic success by meeting personal goals and increasing their core of known words for reading and writing. (Eleven appendices include surveys, checklists, goal-setting and progress sheets, instructional sheets, and a parent letter. Contains 30 references.) (EV)

ED 455 963 PS 029 732

Allen, Ann S.; Christopher, Janet C.; Marks, Deborah E.; Miles, Ruth R.
Middle School Students' Participation in and Identification with School.
PUB DATE- 00
NOTE- 76p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Middle School Students; Middle Schools; Predictor Variables; *School Attitudes; Student Attitudes; *Student Participation; Student School Relationship

This mini-research project examined middle school students' participation in and identification with school as a social unit. The study used a student survey to explore: (1) middle schoolers' perceptions of their family educational culture, instructional quality in their school, and their ability/academic self-efficacy; (2) their patterns of responding to school requirements and their patterns of participation in class-related initiatives, extracurricular activities, and school governance activities; and (3) their identification with their school. Differences between sixth-, seventh-, and eighth-graders on these dimensions were also examined, as were relationships between their participation and perceptions. Findings revealed that sixth-graders are more engaged with their school than either seventh- or eighth-graders, and that perception of the quality of instruction is

Salaries; *Teacher Shortage
IDENTIFIERS- *Montana

Montana is experiencing three types of teacher shortages, each requiring different intervention strategies. These situations include shortages in specific subject areas, most notably in music, special education, and foreign languages, followed closely by guidance and library; many job openings, caused by rapid enrollment growth, a large number of retirements, or a high turnover rate; and inability to attract and retain teachers, which is especially serious in inner cities and remote locations. Strategies for specific subject areas include officially recognizing these shortages at the state level, expanding internship programs that train certified staff to switch to shortage areas, increasing the number of teachers being trained in shortage areas, and supporting collaborative efforts among districts. Strategies to address excess job openings include marketing the qualities that make Montana a great place to teach and live, designating an official statewide teacher job-listing center, designing transition programs for people with degrees outside of education, establishing portable salaries and benefits, and tailoring incentives to attract applicants. Teacher recruitment and retention could be improved by committing at the state level to provide adequate salaries, improving the retirement structure, providing a loan repayment assistance program, and designating regional centers for teacher support and services. Appendices present a summary of the American Association for Employment in Education's supply and demand survey, a summary of the Montana Office of Public Instruction's report on 1999-2000 shortages, and data on enrollment and certified staff by school district. (TD)

ED 455 984   RC 023 089

Harmon, Hobart L.
Public Schools as Partners in Rural Development: Considerations for Policymakers.
SPONS. AGENCY- AEL, Inc., Charleston, WV.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Community Cooperation; Economic Development; Elementary Secondary Education; *Public Policy; Regional Cooperation; *Rural Development; *Rural Education; *School Community Relationship; School Role; Service Learning; *Social Capital; Sustainable Development
IDENTIFIERS- *Place Based Education; Sense of Community

This paper describes four considerations for policymakers who wish to have public schools serve as viable partners in the rural development efforts of their communities. First, schools are a community resource. When rural students are given opportunities to engage in community-based learning, they develop responsible citizenship and leadership skills, increasing the community's social capital. Sustaining such opportunities requires the support of the local community and public policy. Second, how policymakers value rural places impacts how they think about and measure educational success. Our country seems to have forgotten that the top priority of schools is to serve the public good. Meanwhile, the chase for individual profit is depleting community after community as schools educate students to participate anywhere in the global community. Deeply grounded in the community and his own heritage, Joseph understood the learning styles of Native American students, which he described as "step-by-step" and "beating around the bush." Because of this knowledge, Joseph was able to adapt the strategies he learned at the university, which were centered around white middle-class experiences, to his reservation setting. Joseph sought support from the teacher next door, a Navajo custodian, other colleagues, his professor at the university, and his parents. He felt that the ideal support for a first-year teacher would be a trained instructional classroom assistant who could reinforce student learning. His biggest challenge was inadequate instructional materials. Much of Joseph's success can be attributed to the high standards and expectations he set for himself and his students. He showed his students through his actions that he would not give up on them; he challenged without embarrassing, empathized, and developed strategies for his students. Joseph exemplifies the teacher needed in schools today. (TD)

ED 456 002   RC 023 120

Null, Elisabeth Higgins
Rural Action Strengthens Ties between School and Community during Appalachian Ohio's Long Fight for Equitable School Funding. Rural Trust Featured Project.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; *Community Action; Consolidated Schools; *Court Litigation; *Educational Equity (Finance); Elementary Secondary Education; Leadership Training; *Rural Schools; School Community Relationship; School Size; State Aid; State Courts; *State School District Relationship
IDENTIFIERS- Appalachia; *Ohio; Social Justice

Because school systems throughout America depend on local property taxes for much of their revenue, districts with poor property valuations, especially rural districts, are facing fiscal crises. In response to a lawsuit filed in 1991, the Ohio Supreme Court twice decided that the state's heavy reliance on local property taxes for school funding violated provisions in the Ohio Constitution, mandating a thorough and efficient system of common schools throughout the state. The state responded with a "cookie cutter" program of school construction and renovation based on minimum numbers of enrollments and class sizes. This program is forcing school closings and consolidation. Meanwhile, the state has not yet developed equitable per-pupil funding formulas, overhauled its school financing system, provided enough money for the construction and renovation program, or paid for unfunded and partially funded mandates. The issue is still before the state's Supreme Court. Rural Action, a regional organization dedicated to social, economic, and environmental justice, has launched an initiative to help citizens learn about funding and facilities issues, develop priorities for their schools, develop leadership talent, and translate their ideas into action. It has published a series of "Little Red School Books" clarifying tax terms, mechanisms, and policies; compiling readings and resources; and helping communities learn how to set goals in advance of design and construction. It has also organized events where students and teachers meet with state legislators, architects, and agency representatives to explain what their

Bauman, Kurt J.
Home Schooling in the United States: Trends and Characteristics. Working Paper No. 53.
PUB DATE- 01
NOTE- 18p.; An earlier version of a paper presented at the Annual Meeting of the Population Association of America (66th Washington, DC, March 29-31, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Educational Trends; Elementary Secondary Education; *Family Characteristics; Geographic Distribution; *Home Schooling; Parent Attitudes; Rural Urban Differences

Home schooling has the potential to greatly impact the education system but has received little attention compared to other educational trends. This report draws on the 1994 October Current Population Survey and the 1996 and 1999 National Household Education Surveys (NHES) to determine the extent of home schooling and the social, demographic, and geographic characteristics of households that engage in home schooling. Analyses indicate that home schooling is less prevalent than shown in earlier estimates but has large potential for growth. In 1999, an estimated 790,000 children aged 6-17 were schooled at home, and the number was apparently growing. Home schoolers were likely to be non-Hispanic whites, but racial differences may be fading. Households with home-schooled children tended to include two adults with moderate to high education, with one either not in the labor force or working part-time. Home schoolers were more likely to be located in places that have been destinations for internal migration. Using a division of the country based on migration patterns, home schoolers were most prevalent in rural and suburban areas of the West that have received migration streams from California and other immigration gateway states, and in rural areas of "immigrant melting pot" states. About half of parents felt that they could provide a better education at home, while 30-33 percent were motivated by religious reasons or a poor learning environment at school. (Contains 29 references and 6 tables.) (SV)

ED 456 020 RC 023 169

Tejeda, Carlos, Ed.; Martinez, Corinne, Ed.; Leonardo, Zeus, Ed.
Charting New Terrains of Chicana(o)/Latina(o) Education. Themes of Urban and Inner City Education.
PUB DATE- 00
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Capitalism; Criticism; Cultural Pluralism; *Educational Discrimination; Educational History; Educational Theories; Elementary Secondary Education; Equal Education; Ethnicity; *Hispanic American Students; *Mexican American Education; *Politics of Education; Postsecondary Education; *Social Stratification; Sociocultural Patterns
IDENTIFIERS- Chicano Studies; *Chicanos; Critical Pedagogy; Globalization; Hegemony; *Latinos

In many areas of education, Chicanos and Latinos have the lowest achievement and attainment of the major ethnic groups in the United States. In contrast to various deficit theories, this book argues that the Hispanic educational experience and outcomes can only be understood in relation to the development anchored problem solving instruction on middle school students' mathematical abilities. The researcher utilized the Jasper Woodsbury videodisc series created by the Cognition and Technology Group at Vanderbilt University. The researcher also utilized traditional instructional methods. The research investigated the following areas: traditional word problem solving ability, problem formulation, and the transfer of problem solving ability to novel situations. On day one, both groups watched the first anchor video, Journey to Cedar Creek. After viewing the video, both groups took a pre-test. On days two through three, each experimental class spent one 70-minute time period solving the complex problem presented by Jasper in The Journey to Cedar Creek. On day four, the experimental groups presented their final solution to the entire class. The students then viewed the solution offered on the videodisc provided by The Cognition and Technology Group. On days two through four, the control class was instructed in unrelated-context problems of the type commonly used in mathematics textbooks using traditional teaching methods. On day five, students took a post-test (#1) consisting of unrelated-context traditional word problems. Students also took a replica of the pre-test (post-test #2). On day six, after viewing the second anchor video, "Rescue at Boone's Meadow," the students participated in a near-transfer post instruction task (post-test #3). According to the data analysis, it was evident that traditional mathematics instruction produces significantly higher scores on unrelated-context math problem tests. On the other hand, the data also point out that there is no significant difference between either the problem formulation abilities or the problem solving transfer abilities in students who receive either anchored instruction or traditional instruction. (Contains 32 references.) (Author/ASK)

ED 456 041   SE 065 154

The Eisenhower Regional Alliance for School-Based Mathematics and Science Reform. Final Performance Report, October 1, 1995-September 30, 2001.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.; Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Education; *Program Effectiveness; *Science Education

The Regional Alliance for Mathematics and Science Education Reform at TERC, one of the 10 Eisenhower Regional Mathematics and Science Consortia, served the Northeast and Islands region from October 1995 through September 2000. The Eisenhower Consortia and the Eisenhower National Clearinghouse (ENC) comprise a national network supported by the U.S. Department of Education to disseminate information about high quality mathematics and science materials and provide technical assistance and professional development for teachers, administrators, and state education officials focused on improving mathematics and science teaching and learning. This end-of-grant report summarizes the Consortium's outcomes during the 5-year period from October 1, 1995 to September 30, 2000. It does not attempt to duplicate the information that can be

Democracy.
PUB DATE- 00
NOTE- 384p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agenda Setting; *Citizenship; *Citizenship Education; Democracy; Educational Change; *Educational Policy; Elementary Secondary Education; *Liberalism; Multicultural Education; Political Attitudes; *Public Schools
IDENTIFIERS- *Diversity (Groups); Educational Issues; *Moral Education; Rawls (John); Religious Fundamentalism

This book contends that diversity is often to be highly valued, but not always. It should be remembered that many forms of social and religious diversity are at odds with basic commitments to liberty, equality, and civic ideals. The book argues that liberalism has an important but neglected civic dimension, and liberal democrats must take care to promote not only well ordered institutions but also well ordered citizens. This responsibility is incompatible with a neutral or hands-off stance toward diversity in general and toward the education of children in particular. Extending the ideas of John Rawls, the book defends a "civic liberalism" that supports the legitimacy of reasonable efforts to inculcate shared political virtues while leaving many larger questions of meaning and value to private communities. The book's liberal agenda for civic education offers a fundamental challenge to free-market libertarians, the religious right, parental rights activists, postmodernists, and many of those who call themselves multiculturalists. The book contains an introduction, 11 chapters, and a conclusion and is divided into three parts: (1) "Public Schooling and American Citizenship"; (2) "Liberal Civic Education and Religious Fundamentalism"; and (3) "School Reform and Civic Education." (Contains notes for each chapter.) (BT)

ED 456 064 SO 031 854

Sanders, Amy; Sommers, Meredith, Ed.
Child Labor Is Not Cheap: A Unit for Grades 8-12 and Adults.
PUB DATE- 97
NOTE- 45p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Labor; *Childrens Rights; Classroom Techniques; Developing Nations; Foreign Countries; Global Approach; Labor Conditions; Role Playing; Secondary Education; *Social Responsibility
IDENTIFIERS- Dominican Republic; Labor Studies

This 3-lesson unit of study for grades 8-12 and adults considers the 250 million children who spend most of their day on the job, despite efforts to regulate or eliminate the practice of child labor. The unit focuses primarily on export-oriented businesses in the Americas. This focus serves as a starting point to understanding other forms of children's economic exploitation. To stimulate student interest, the unit incorporates various teaching techniques, including videos, role plays, and small-group work. The lessons include learner objectives, concepts, major questions, materials enclosed (handouts and appendices), and materials to obtain. Each lesson outlines a detailed teaching strategy that contains evaluation and assignment suggestions. The first lesson integrates the

The unit focuses on Lesotho, a small landlocked country located within the country of South Africa. Two-thirds of the country is filled with steep, treeless mountains, and most of the population lives in the lowlands. Droughts have altered living and health conditions causing the women and girls (who do most of the water gathering) to travel farther and farther each day during the dry season for water. In the unit, students simulate village "water committees" that plan, design, and build a water supply system. Water committees are provided with a water project scenario, maps, and background information. Each committee presents its plan to the villagers to persuade them that their plan will increase the availability of water and the overall health of the village. The unit lists materials needed, outlines applicable standards, poses discussion questions, and lists student objectives. It details day-by-day procedures for the teacher and suggests assessment and follow-up/enrichment activities. (BT)

ED 456 085   SO 032 923

Kaupp, P. Ann, Ed.; Selig, Ruth O., Ed.; Brooks, Alison S., Ed.; Lanouette, JoAnne, Ed.
AnthroNotes: Museum of Natural History Publication for Educators, 2001.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Anthropology; *Cultural Context; Elementary Secondary Education; Foreign Countries; *Indigenous Populations; Instructional Materials; Internet; Social Studies
IDENTIFIERS- *Body Art; Pacific Islands; *Tattoos

This publication for educators offers in-depth articles on anthropological research, teaching activities, and reviews of new resources. The publication aims to disseminate recent research in anthropology; to help those teaching anthropology use new materials, approaches, and community resources, as well as integrate anthropology into a variety of curriculum subjects; and to create a national network of anthropologists, archaeologists, teachers, and other professionals interested in disseminating anthropology, particularly in schools. Articles in the publication include: "Body Art as Visual Language" (Enid Schildkrout); "Tattooed Beauty: A Pacific Case Study" (Adrienne L. Kaeppler); and "North American Indians: Resources on the Internet" (Margaret R. Dittemore). (BT)

ED 456 086   SO 032 927

Vega, Louis A.
Increasing Student Music Achievement through the Use of Motivational Strategies.
PUB DATE- 01
NOTE- 179p.; Master of Arts Action Research Project, Field-Based Masters Program, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Achievement Gains; Action Research; *Classroom Techniques; Feedback; Grade 7; Magnet Schools; Middle Schools; *Motivation Techniques; Multiple Intelligences; *Music Education; Performance Based Assessment; *Student Motivation
IDENTIFIERS- Technology Integration

This action research project developed and implemented a program

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Experiential Learning; Faculty Development; Higher Education; Knowledge Base for Teaching; *Language Teachers; Personality Traits; Politics of Education; Preservice Teacher Education; *Second Language Instruction; Secondary Education; Teacher Collaboration; *Teacher Empowerment; Teacher Morale; Teaching Skills; Uncommonly Taught Languages

This paper reviews several articles with language-based teacher empowerment themes, discussing empowerment in relation to secondary school language teaching (particularly less commonly taught language teaching) and teacher development. The paper extrapolates from the ideas proposed that second language teachers can be empowered, or at least set on the road to empowerment, in their preservice teaching experiences. After defining empowerment, the paper looks at important keys to empowerment, which include: interaction with colleagues, families, and friends; the ability to change curriculum when students' needs are not being met; exposure to authentic classroom situations; personality traits; and morale and external influences. The paper also examines impediments to empowerment, which include: negative teacher attitudes; lack of time for interaction and discussion; lack of adequate teacher development opportunities; lack of opportunity for interaction; and political and bureaucratic impediments. Suggestions for strengthening the confidence of future language teachers include: using realistic case studies dealing with the dynamics of teacher-teacher and teacher-student interactions; providing students with an understanding of the social and political dynamics of school systems; sending the preservice teacher to another country where a second language is spoken; and taking a mandatory course in Computer Assisted Language Learning. (Contains 15 references.) (SM)

ED 456 106 SP 040 188

Ramey, Linda K.
Preparing Middle School Teachers: What Does a Licensure Program Look Like?
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Ohio Middle School Association (Toledo, OH, April 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Adolescents; Graduate Study; Higher Education; *Middle School Teachers; Middle Schools; *Preservice Teacher Education; *Teacher Certification
IDENTIFIERS- Wright State University OH

This paper describes the development of a middle childhood level (MCL) teacher preparation program under Ohio licensure requirements. Wright State University developed an undergraduate degree in Middle Childhood Education with extensive content preparation and middle school field experiences. After graduation, students enter a graduate program where they are fully immersed in middle school environments. The program is designed to prepare highly qualified middle grades educators skilled in promoting learning among young adolescents. The future MCL educators first complete the undergraduate program in two specialized areas (language arts, social studies, mathematics, and/or science) accompanied by 15 hours of teacher education professional coursework and field experiences in urban and suburban

ED 456 126   TM 033 183

Bancroft, Roger J.
Do Pretests Increase Student Achievement as Measured by Posttests?
PUB DATE- 01
NOTE- 36p.; Master of Arts Action Research Project, Saint Xavier and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Junior High School Students; Junior High Schools; *Pretests Posttests; Science Instruction; *Test Results

This report describes a study of the effects of using pretests in science classes on chapter test achievement results. The targeted population consisted of eighth grade science students at a junior high school from 1992 to 2001. Whether giving a pretest followed by a posttest at the end of the chapter, or giving only the test at chapter end resulted in superior class averages was investigated. Results show that in all cases giving pretests increased the score on the posttest over the use of the posttest only. A statistical analysis was performed to detect any difference in science test averages for the targeted groups. In three subject areas (Genetics, Chemical Families, and Rocks and Minerals), the null hypothesis was rejected; giving a pretest did increase achievement. For one additional topic, the null hypothesis was supported; the pretest did not increase the achievement score in comparison with the results from posttest alone. It is recommended that the use of the pretest/posttest format be followed, with the objective being a positive effect on student achievement as measured by the Illinois Goals Assessment Test. (Contains 11 tables and 23 references.) (Author/SLD)

ED 456 127   TM 033 184

Bopp, Mary; Gleason, Patricia; Misicka, Stacey
Reducing Incidents of Cheating in Adolescence.
PUB DATE- 01
NOTE- 61p.; Master of Arts Action Research Project, Saint Xavier and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Adolescents; *Attitude Change; *Cheating; Ethics; Middle School Students; Middle Schools; *Student Attitudes

This report describes a program implemented to raise the awareness of the dramatic increases of reported academic cheating, to influence the attitudes of the targeted students towards cheating, and ultimately to reduce incidents of cheating in the targeted classrooms. The targeted populations consisted of middle school students in growing middle-class urban and suburban communities in northeast Illinois. Problems of increasing academic cheating were documented through data from national reports, educational institutions, and the targeted schools in the project. Analysis of the probable causes in the literature revealed that although there are multiple causes of cheating, four categories are most prevalent: (1) societal value of extrinsic over intrinsic rewards; (2) lack of clarity of the definition of cheating; (3) consequences for cheating that are not severe; and (4) societal acceptance of cheating. A review of the solution strategies

Accountability Dialogues: School Communities Creating Demand from Within.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 65p.; Developed from the work of the Western Assessment Collaborative at WestEd. Companion videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Educational Change; Elementary Secondary Education; *Evaluation Methods; Parent Participation; Program Evaluation; School Districts; Standards
IDENTIFIERS- Standard Setting

This document introduces a new school accountability mechanism, the Accountability Dialogue. An Accountability Dialogue brings together educators, parents, and the larger school community to: (1) establish standards for school and student performance; (2) determine how the school is doing in relation to those standards; (3) investigate the conditions that contribute to the school's strengths and weaknesses; and (4) plan how to address the areas where improvement is needed. The Western Assessment Collaborative worked for 5 years with a set of districts and schools in their efforts to implement standards-based reform. By drawing on a multiplicity of perspectives and sources of data, Accountability Dialogues acknowledge, rather than ignore, each of the challenges raised by large-scale external accountability systems. At the same time that Accountability Dialogues accelerate the implementation of standards and facilitate the use of data to plan improvements, they also upset the traditional ways in which educators have related to parents, the community, and one another. The greatest promise of Accountability Dialogues lies in their potential to strengthen the relationships that are essential to sustained school improvement. Appendix A contains a checklist for planning and conducting Accountability Dialogues, and Appendix B contains overheads to introduce concepts of accountability and Accountability Dialogues. Appendix C contains materials for assisting participants to look at student performance data. (Contains 12 references.) (SLD)

ED 456 148   TM 033 211

The 1999-2000 Report of Student Performance: North Carolina Open-Ended Assessment, Grades 4 and 8.
PUB DATE- 00
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; *Junior High School Students; *State Programs; *Test Results; *Testing Programs; Thinking Skills
IDENTIFIERS- *North Carolina; *Open Ended Questions

This document describes the North Carolina Open-Ended Assessment for grades 4 and 8 and presents results for the 1999-2000 administration. The assessment emphasizes higher level thinking skills and requires students to apply or demonstrate skills and growth, the number could have reached about 1,000,000 children by the 1997-1998 school year. Growth has persisted over three decades. Earlier estimates, based on different methodologies, suggested 60,000 to 125,000 school-aged children in the fall of 1983, 122,000 to 244,000 for the fall of 1985, between 150,000 to 300,000 for the fall of 1988, and between 250,000 and 350,000 for fall 1990. A retroactive estimate done in 1988 suggested that 10,000 to 15,000 children received their education at home in the later 1970s and early 1980s, close to an estimate made at that time by an early leader of the homeschooling movement, John Holt. One appendix contains a summary of data available from the states on homeschooling, and the other lists families who file homeschooling paperwork by state. (Author/SLD)

ED 456 168   TM 033 286

Warburton, Edward C.; Bugarin, Rosio; Nunez, Anne-Marie
Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 01
NOTE- 85p.; Project Officer: C. Dennis Carroll.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Preparation; *College Students; Course Selection (Students); *Educational Attainment; Grade Point Average; Higher Education; Parent Background
IDENTIFIERS- Beginning Postsecondary Students Long Study; *First Generation Students

This report examines the high school preparation and postsecondary persistence of first-generation students, those whose parents had no education beyond high school, and compares them with students whose parents went to college. The purpose of the study was to examine whether first-generation students who were otherwise equally prepared academically were comparable to students whose parents went to college in terms of their grade point averages (GPAs), number of remedial courses in postsecondary education, and rates of academic persistence. The analysis focuses on a subset of 1995-1996 beginning students who started their postsecondary education at four-year institutions. Data are from the First Followup of the Beginning Postsecondary Students Longitudinal Study for 1995-1996. Findings from the analysis indicate that students who were well prepared for postsecondary education were likely to persist in four-year institutions. Students who took rigorous coursework in high school accounted for more than 80% of those students who stayed on the persistence track to a bachelor's degree or were retained at their initial institution. Parents' levels of education were found to be associated with rates of students' retention and persistence in college, even when controlling for measures of academic preparedness such as rigor of secondary curriculum and college entrance examination scores. These findings hold true even when other related variables are held constant. Two appendixes contain a glossary and technical notes. (Contains 21 tables, 7 figures, and 13 references.) (SLD)

ED 456 169   UD 034 261

Jacobson, Jonathan; Olsen, Cara; Rice, Jennifer King; Sweetland, identity with consequent respect for cultural/racial heritages). The paper concludes by discussing the importance of therapists understanding the level of acculturation when working with Filipino Americans. It notes that subjects will advance through the stages of the model in a progressive manner but may occasionally jump back and forth between stages. (Contains 20 references.) (SM)

ED 456 187 UD 034 360

Song, Kim H.; Christiansen, Faith
Achievement Gaps in Pre-Service Teachers in Urban Settings.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cultural Pluralism; Diversity (Student); Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; Low Achievement; *Pedagogical Content Knowledge; Preservice Teacher Education; Student Teachers; Teacher Certification; *Teacher Competencies; Teacher Expectations of Students; Teacher Qualifications; *Urban Schools
IDENTIFIERS- Praxis Series; Teacher Knowledge

The preparation of preservice teachers plays a major role in closing the achievement gap in the education of urban children. Urban teachers often do not understand how their low expectations and deficit assumptions influence their instructional practices and contribute to a widening achievement gap between urban and non-urban students. Many teachers do not recognize that requirements for strengthening problem solving/higher order thinking skills include increasing vocabulary, language skills, and comprehension through their instructional strategies. Many urban preservice teachers do not enter teaching with proper content knowledge or information about education for all students. Research shows that urban preservice teachers are predicted to have achievement gaps in their content competencies, which can result in their failure to pass Praxis II tests. The following are strategies to help close preservice teachers' gaps in content knowledge and teaching skills: teacher education programs must place greater emphasis on preparation in content areas; urban teacher educators (UTEs) must find the specific deficit areas of preservice teachers from less advantaged backgrounds and provide instruction to close the gap in their assumptions earlier in their preservice programs; and UTEs must demonstrate that the experiences and cultural backgrounds diverse children bring to urban schools are strengths, not deficits. (SM)

ED 456 188 UD 034 361

Harrington-Lueker, Donna, Ed.
New Networks, Old Problems: Technology in Urban Schools. EWA Special Report.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Faculty Development; High Risk Students; *Internet; Poverty; Public Schools; Teaching Methods; *Urban Schools

digital media that target minorities. It examines the total World Wide Web environment, including digital divide and economic issues, and suggests revenue-enhancing solutions other than advertising to help ensure minority Web site sustainability. (Contains 57 notes.) (SM)

ED 456 206   UD 034 382

Porter, Kathryn H.; Dupree, Allen
Poverty Trends for Families Headed by Working Single Mothers, 1993-1999.
SPONS. AGENCY- Ford Foundation, New York, NY.; Joyce Foundation, Chicago, IL.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Welfare; Children; *Family Income; Federal Programs; *Feminization of Poverty; *Mothers; *One Parent Family; *Poverty; Working Poor
IDENTIFIERS- Earned Income Tax Credit; Personal Responsibility and Work Opp Recon Act; Welfare to Work Programs

This analysis examines poverty in families headed by working single mothers, addressing whether and to what degree their economic situations have improved. It investigates the effect of the 1996 Personal Responsibility and Work Opportunity Reconciliation Act, which moved single mothers from welfare to work. Poverty data from the annual Census Bureau Current Population Survey for 1993-99 were used. No progress was evident in reducing poverty between 1995-99 in families headed by working single mothers. Poverty rates for families with children not headed by single mothers dropped from 1993-99. The poverty gap in families headed by working single mothers grew larger since 1995. A major factor in the lack of progress in reducing poverty in this group after 1995 was the contraction of certain government safety net programs. Declines in the anti-poverty impact of government benefit programs occurred despite the increasing effectiveness of the Earned Income Tax Credit in reducing poverty among people in working single mother families. After 1995, declines in the effectiveness of the safety net in reducing poverty among these families offset the effect of the improving economy, halting the reduction of poverty rates for those families and pushing those who remained poor deeper into poverty. (SM)

ED 456 207   UD 034 383

Passel, Jeffrey S.; Fix, Michael
U.S. Immigration at the Beginning of the 21st Century. Testimony before the Subcommittee on Immigration and Claims Hearing on "The U.S. Population and Immigration." Committee on the Judiciary, U.S. House of Representatives.
PUB DATE- 01
NOTE- 12p.; Some table and figure text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Children; Immigrants; *Immigration; *Population Trends; Socioeconomic Status
IDENTIFIERS- *Immigration Impact; Legal Status

This report assesses the impact of immigration on the United

*Educational Finance; Financial Needs; *Job Training; *Performance; *Program Costs; *Resource Allocation; School Funds; Student Costs; Two Year Colleges
IDENTIFIERS- *Florida

The Office of Program Analysis and Government Accountability (OPPAGA), an office of the Florida Legislature, reports on the implementation by Florida's Division of Community Colleges of OPPAGA's recommendations in a 1999 report. This progress report defines the mission of Florida's Community College System as: (1) providing lower-level undergraduate instruction designed to award associate degrees and prepare students for transfer to four-year programs; (2) preparing students for vocations that do not require a B.A.; (3) providing a range of student development services; and (4) promoting economic development within each community college district by providing special job training programs. The previous report found that the Florida Community College System needed to improve its graduation and retention rates for students enrolled in A.A. and A.S. degree programs. The report also found that the funding process could be improved. This progress report suggests development of benchmarks for and reporting of graduation rates for all first-time-in-college students, not just those who have completed at least 18 credit hours. It also suggests using a combination of input-based and performance-based funding, and requiring students to pay 100% of costs for courses that exceed a specific percentage of degree requirements. This report also serves to inform the legislature of actions that were taken in response to the 1999 report. (MB)

ED 455 863   JC 010 538

Baccalaureate Education in the Community College Setting.
PUB DATE- 01
NOTE- 25p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Bachelors Degrees; *College Credits; *College Curriculum; *Community Colleges; *Degree Requirements; General Education; Graduation Requirements; Peer Evaluation; Two Year Colleges; Undergraduate Study

The Higher Learning Commission of the North Central Association of Colleges and Schools reports on the Task Force on Baccalaureate Education in the Community College Setting. This particular report is in response to a 1998 request from a community college to have its accreditation extended to a few competency-based programs leading to a Bachelor of Applied Technology. The Board of Trustees responded to this precedent-setting request by: (1) creating a special team to monitor the development and delivery of this first competency degree program and postponing making a decision on extending accreditation to the program--the Board will consider the request after the graduation of the first cohort of students; and (2) calling for the establishment of a Task Force to study the changing contexts of baccalaureate education in the community college setting. The Task Force made four recommendations: (1) that the commission consider requests for some B.A. degree programs in community colleges; (2) that the commission apply established criteria in the consideration of these requests; (3) that the commission develop guidelines and good practices for unique institutional situations to inform decision-making and team evaluations; and (4) that the commission consider developing a third-party, quality review

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *Community Colleges; Educational Finance; *Educational History; *Futures (of Society); *Institutional Mission; *Partnerships in Education; School Community Relationship; Two Year Colleges

This speech about the history and development of the community college in the United States was delivered at a seminar entitled "New Options for Higher Education in Latin America: Lessons from the Community Colleges Experience." The author gives a brief history of the development of the community college, discusses the mission of community colleges today, and explains how these colleges will remain vital in the future. Although the first community college was established in 1901, it was not until after World War II and the passage of the G. I. Bill of Rights that growth increased. Both today and historically, community colleges have been gateways to higher education in America. The mission statements of community colleges reflect the comprehensive nature of these institutions--more than providers of courses for transfer to a baccalaureate program, they offer lifelong learning opportunities, revitalization for the local communities they serve, and economic development. The author predicts that community colleges will thrive in the future because they are capable of rapid change; willing to add transnational and global dimensions to their missions and programs to reflect the changing demographics of America and world globalization trends; and are involved with K-12 institutions, community organizations, and four-year colleges and universities. (LD)

ED 455 884 JC 010 564

University of Alaska Anchorage Student Information, Summer 2000 Closing.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; College Students; Community Colleges; *Credit Courses; *Enrollment; Higher Education; Institutional Characteristics; *Student Characteristics
IDENTIFIERS- *University of Alaska Anchorage

This statistical document from the University of Alaska Anchorage provides charts and graphs regarding students and student activities at the six-campus institution, including Prince William Sound Community College, for summer 2000. Included is information on student headcount and student characteristics as well as credit hours at each campus. Overall, the university system enrollment headcount and credit hours were down from summer 1999 by 9%. Only the Kenai campus recorded an increase in student enrollment over the previous year. The large majority of credit hours were in lower division courses, with developmental education recording the smallest number of credit hours. At the Anchorage campus, the largest number of developmental courses were offered by the community and technical college, with the college of arts and sciences offering the largest number of both lower and upper division courses. Of students enrolling in summer courses, 95% of them attended part-time and the majority of them were female. Most

Services
IDENTIFIERS- *School Breakfast Program

Noting that the School Breakfast Program provides breakfast to millions of low-income children who otherwise might go hungry in the morning and be less ready to learn, this report is the tenth from the Food Research and Action Center (FRAC) to report how well the program is reaching children in need. Data were obtained from state reports to the U.S. Department of Agriculture or from an annual survey of state directors of school breakfast or child nutrition by FRAC. Findings indicate that over the past decade, states have increased from one half to three-quarters the portion of schools participating in the School Breakfast Program and have doubled the number of students receiving breakfast. Fifteen states reported in 1999-2000 that at least 90 percent of their schools participated in the program; 11 states reported that less than 60 percent of schools participated. About 42 low-income children received free or reduced-price school breakfasts in 1999-2000 for every 100 children participating in the school lunch program. Participation by needy children varied significantly among states. An additional 2 million children could be served if all states performed as well as the leading states in 1999-2000. Thirty states reported legislative requirements or funds to expand school breakfast participation. All states used some form of direct certification, with 38 states taking advantage of Provision 2 or Provision 3 of the National School Lunch Act allowing schools to provide free meals for all students and reducing the required paperwork. Programs from districts in Nebraska and Tennessee are described as models for achieving high levels of participation. (Six tables and five figures present state and national data.) (KB)

ED 455 905 PS 029 499

Core Competencies for Early Care and Education Professionals in Kansas and Missouri: What Professionals Who Work with Young Children and Families Need To Know and Are Able To Do To Provide Quality Early Care and Education.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Child Caregivers; Child Development; Child Health; Classroom Environment; Day Care; Early Childhood Education; Leadership; Nutrition; Preschool Curriculum; *Preschool Teachers; Professional Development; Program Administration; Program Development; Safety; *State Standards; *Teacher Competencies; Teacher Student Relationship
IDENTIFIERS- Kansas; Missouri

This guide details the core competencies for early care and education professionals in Kansas and Missouri. The guide's introduction provides background information about what core competencies are, why they are important, and how they can be used by practitioners, directors, trainers, higher education faculty, agencies, and professional development programs. The core competencies in eight content areas are delineated: (1) child growth and development; (2) learning environment and curriculum; (3) child observation and assessment; (4) families and communities; (5) health, safety, and nutrition; (6)

(Ontario).
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Evaluation; Administrator Qualifications; *Administrators; *Certification; Data Collection; *Early Childhood Education; Foreign Countries; Models; *State Standards
IDENTIFIERS- Nova Scotia

This document presents the process for obtaining certification for the position of early childhood centre administrator (ECCA) in Nova Scotia, Canada. Following an introduction describing the development of the process and its pilot testing, Chapter 1 of the document details the four-step process: (1) application, including training in the ECCA certification process and training to develop a professional portfolio; (2) examination, through the candidate's presentations of case study responses and case studies he or she has written; (3) validation, an assessment of the candidate's competence based on parent and staff perceptions and an evaluation of the program; and (4) recommendation, in which a report is developed and recommendations formulated by a validator, then presented to the Certification Council of Early Childhood Educators of Nova Scotia. Chapter 2 of the document describes the process for collecting data to be used in developing standards for ECCAs. Two appendices contain the job specifications and the management areas grid for the ECCA position and the child care administrator credentialing model. (KB)

ED 455 924 PS 029 668

Mitchell, Anne W.
Education for All Young Children: The Role of States and the Federal Government in Promoting Prekindergarten and Kindergarten. Working Paper Series.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Educational Improvement; *Educational Policy; Federal Government; Financial Support; *Government Role; *Kindergarten; Legislation; Preschool Curriculum; *Preschool Education; *Public Policy; State Government
IDENTIFIERS- Project Head Start; *Universal Preschool

This working paper presents options for federal and state policymaking to create incentives for states and communities to make preschool education available to all young children. The majority of 3- to- 5-year-olds are engaged in preschool programs of one form or another, and one answer to questions regarding the quality of these programs is universal preschool. At present, Georgia is the only state that has committed sufficient funds to reach universal access. The word "universal" has several meanings, and the term "preschool" implies a certain level of educational quality. Four distinct delivery systems for preschool education in communities with local, state, and federal support are noted: kindergarten, Head Start, child care, and prekindergarten. One effective system is more efficient than several separate ones with regulatory, administrative, and other gaps, overlaps, and inconsistencies.

children into American schools in the near future. Topics of the book include early schooling and social stratification, readiness, education equity and excellence, teacher practices, issues for families, parent involvement, at-risk students, children with disabilities, low-income families, research design and methodology, personnel preparation, policy issues, and significant trends. (KB)

ED 455 943 PS 029 705

Case Stories Offer Practical Training. NCEDL Spotlights Series, No. 21.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Stories an outgrowth of the Case Method of Instruction Outreach Project co-directed by P.J. McWilliam and Pat Snyder.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Method (Teaching Technique); *Case Studies; *Child Caregivers; *Day Care; Early Childhood Education; *Preschool Teachers; *Staff Development; Teacher Education; World Wide Web

Noting that case stories are useful for early childhood teacher preparation and staff development because they present situations likely to be encountered by practitioners, this report provides a sample of the case stories developed through the Case Method of Instruction Outreach Project and available on a Web site for use by practitioners. Each story presents a complex dilemma from the point of view of a practitioner or a group of practitioners, and includes discussion questions. The case stories involve situations such as a biting incident at a child care center, how a child care center struggled to include a child with special needs, and four profiles of families for whom child care or higher quality child care is needed. (KB)

ED 455 944 PS 029 706

Early Childhood Teacher Institutions Listed. NCEDL Spotlights, No. 22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Caregiver Training; Directories; *Early Childhood Education; *Higher Education; Preschool Teachers; *Preservice Teacher Education; *Teacher Education Programs
IDENTIFIERS- Child Development Associate

This issue of the NCEDL Spotlights series announces the availability of a national directory of institutions offering programs for early childhood teachers, "The National Directory of Early Childhood Teacher Preparation Institutions," published by NCEDL and the Council for Professional Recognition. The directory contains listings for nearly 1,400 two- and four-year colleges and is available both on a Web site and in print format. Organized alphabetically by state/jurisdiction and then by city, the directory includes institutions offering associate's degrees and bachelor's degrees, as well as Child Development Associate training and distance-learning programs.

the strongest predictor of identification with school. (Appendices include the student survey, survey administration protocol, and statistical portraits. Contains 10 references.) (EV)

ED 455 964 PS 029 734

Rief, Sandra F.
Ready--Start--School! Nurturing and Guiding Your Child through Preschool & Kindergarten.
PUB DATE- 01
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Child Rearing; Early Childhood Education; Emergent Literacy; Kindergarten; *Kindergarten Children; Learning Activities; *Learning Readiness; Parent Child Relationship; Parent Materials; *Parent Student Relationship; *Parents as Teachers; *Preschool Children; *School Readiness; Student Adjustment

Based on the view that the parent is a child's first and most important teacher, this book shows parents how to stimulate and encourage learning in reading and writing, language and communication, thinking and reasoning, plus promote good social and emotional behaviors and improve gross and fine motor skills. Part 1 of the book describes child development between 3 and 5 years of age, discusses the decision for on-time versus delayed kindergarten entry, and outlines general kindergarten readiness skills. Part 2 offers suggestions for creating a home learning environment where children feel confident. Part 3 provides advice on social, behavior, and discipline issues. Part 4 presents information on how children learn to read and suggestions for parents in assisting their children in learning to read. Part 5 describes ways parents can help their child become organized and ready for writing, mathematics, and homework. Part 6 offers suggestions for parents who suspect their child has a developmental delay or disability. Part 7 presents advice for parents regarding school readiness and related issues based on interviews with preschool and kindergarten teachers and directors. The book concludes with a list of other resources by the author. (KB)

ED 455 965 PS 029 737

Lo que necesita saber para que su hijo tenga exito en la escuela (What You Need To Know for Your Child To Have Success in School).
PUB DATE- 01
NOTE- 6p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Homeless People; Parent Participation; *Parent School Relationship; Parent Student Relationship; School Activities

This Spanish-language brochure suggests that parents, schools, and community members may contact the National Center for economy, forgetting that "anywhere" usually means "elsewhere." Third, policymakers must understand rural development, strategies, and trends. Old sources of rural comparative advantage, such as cheap land and labor, are being replaced by quality of life; accountability for public tax dollars constrains the creation of large new rural programs; telecommunications can overcome geographic isolation; and small rural communities need to form new cooperative political units for education, service delivery, and public entrepreneurship. Finally, policymakers should study successful examples of rural school-community development partnerships to see which policy actions can replicate them. (Contains 26 references.) (TD)

ED 455 985   RC 023 090

Ikerd, John
Sustaining Rural Communities through Sustainable Agriculture.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern Rural Sociology Association (Fort Worth, TX, January 27-31, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Agriculture; Community Development; Empowerment; Futures (of Society); *Holistic Approach; Quality of Life; Rural Areas; *Rural Development; Rural Extension; *Sustainable Development; World Views
IDENTIFIERS- *Community Viability; Paradigm Shifts; Rural Renaissance; *Sustainable Agriculture

A 5-year collaborative project between Missouri, Michigan State, and Nebraska Universities to provide new opportunities for rural community self-development through sustainable agriculture had mixed results. This happened because community members did not understand the principles of sustainability, and because the extension education system was unwilling to jeopardize its close ties with existing community and agricultural leaders by working with "fringe" groups such as organic farmers, small farmers, and opponents of factory hog farms. Future efforts to promote sustainable agriculture should be funded through existing rural advocacy groups already committed to change, and should focus on teaching the principles of sustainable agriculture and development to people of rural communities. Society is in the midst of a great transition. Terms such as the "information age" and the "new economy" mistakenly attribute this transition to changes in technology, when actually, changes in thinking created these changes in technologies. This new way of thinking reflects a holistic worldview that is fundamentally different from the reductionist worldview of the industrial era, and that has its roots in quantum physics and chaos theory rather than mechanical physics and statistics. This new way of thinking is fundamentally transforming society, as people realize that sustainability is not about sacrifice, but about a quality of life that values social and ecological objectives as well as economic ones. (TD)

ED 455 986   RC 023 091

Options for a Federal Role in Infrastructure Development at Tribal Colleges & Universities.

communities need and want. (TD)

ED 456 003   RC 023 121

Standards in Public Schools: A Policy Statement of the Rural School and Community Trust.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Community Involvement; Educational Environment; Educational Policy; Elementary Secondary Education; Equal Education; Participative Decision Making; *Policy Formation; Politics of Education; Position Papers; *Public Policy; *Rural Education; *School Community Relationship
IDENTIFIERS- Place Based Education

Setting high academic standards and achieving against them is an important educational objective. Academic standards should originate within the student's community; be used to measure student achievement and school performance; be shared and understood by all members of the community; and be both explicit and comprehensible to lay people. The process of adopting standards is itself important because it can both strengthen content and increase public acceptance of those standards. The process should be participatory and inclusive. The Rural School and Community Trust encourages development of three kinds of learning standards: (1) content standards that establish what the community expects the child to accomplish and that are high enough to challenge each student; (2) context standards that provide a pedagogy of place using the community and native environment as curriculum; and (3) learning condition standards that assure an appropriate learning environment. There is a danger that standards can turn schools into agencies of social control for the politically or economically dominant. The relationship between high standards and equity is important to rural communities because small schools can be closed in the name of raising standards and improving educational opportunity when, in fact, the objective is to lower costs per pupil. This bias against small schools exists despite the evidence that they perform well, especially in lower socioeconomic communities. Academic standards should be used to accomplish the goal of equal educational opportunity, not to artfully deny it. (TD)

ED 456 004   RC 023 126

10 Years of Rural Partnerships, 1991-2000.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Cooperative Programs; Economic Development; Empowerment; Institutional Cooperation; *Leadership Training; Lifelong Learning; *Rural Development; Sustainable Development; Telecommunications; Tribes; Workshops
IDENTIFIERS- Capacity Building; *Idaho

The Idaho Rural Partnership (IRP) was created within the Idaho Department of Labor to join diverse public and private resources in innovative collaborations to strengthen of U.S. and global capitalism and the institutionalization of class and race relations in U.S. society. Following an introduction "Critical Multiculturalism and Globalization: Transgressive Pedagogies in Gringolandia, Cueste Lo Que Cueste" (Peter McLaren, Ramin Farahmandupur), the chapters are: (1) "Toward a Critical Race Theory of Chicana and Chicano Education" (Daniel G. Solorzano, Tara J. Yosso); (2) "Historical Struggles for Educational Equity: Setting the Context for Chicana/o Schooling Today" (Dolores Delgado Bernal); (3) "Transcending Deficit Thinking about Latinos' Parenting Styles: Toward an Ecocultural View of Family Life" (Angela Arzubiaga, Miguel Ceja, Alfredo J. Artiles); (4) "Betwixt and Between: An Introduction to the Politics of Identity" (Zeus Leonardo); (5) "Spatialized Understandings of the Chicana(o)/Latina(o) Educational Experience: Theorizations of Space and the Mapping of Educational Outcomes in Los Angeles" (Carlos Tejeda); (6) "Mapping the Problematics of 'Race': A Critique of Chicano Education Discourse" (Antonia Darder, Rodolfo D. Torres); (7) "Redefinitions and Identity: Lessons from Critical Basic Literacy Programs" (Concepcion M. Valadez, Marcos A. Cajina); (8) "Rethinking Literacy and Curriculum Reform for Chicana/Chicano Students" (Corinne Martinez); and (9) "The Crisis in Latino Education: The Norming of America" (Kris Gutierrez, Patricia Baquedano-Lopez, Hector H. Alvarez). (Contains references in each chapter and author and subject indexes.) (SV)

ED 456 021   SE 063 526

Gargione, Luiz Antonio
New Principles and Basic Approaches for the Curricula of Engineering Degree Courses.
PUB DATE- 98
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Curriculum Development; *Degree Requirements; *Engineering Education; Foreign Countries; Higher Education; Mathematics Education; Physics
IDENTIFIERS- *Brazil

This paper presents new principles and basic approaches for the curricula of engineering degree courses. The accentuated evolution of engineering, the fast technological transformations and, still, the impact provoked by government regulations in the field of education in Brazil have called attention to these issues. Following these changes, it was felt that a periodic reconstructing of the curricula for engineering courses at the University of Vale do Paraiba (UNIVAP) was necessary, especially the civil and electrical engineering degree courses. This proposal concerns two important aspects. The first one is the demand for a solid basic formation, and the second is the capacity of the program to remain in a process of permanent modernization without provoking great structural reformulation in its content during the undergraduate portion of the course. The project of restructuring the Civil Engineering Course at UNIVAP faces three important issues that cause problems in the structure of the course: (1) elevated school dropout in the first year of the course due to overcrowding groups of students in the basic found in the annual performance reports submitted to the Office of Educational Research and Improvement (OERI) on May 13, 1996, April 27, 1997, May 14, 1998, and April 15, 1999, but presents summary analyses of the work along with data collected through the Consortia and Clearinghouse Descriptive Data System (CCDDS), client surveys and in-depth telephone interviews. (ASK)

ED 456 042 SE 065 155

Celedon-Pattichis, Sylvia
Constructing Meaning: Think-Aloud Protocols of ELLs on English and Spanish Word Problems.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; *English (Second Language); *Language Processing; Linguistics; *Mathematics Education; Mexicans; Middle Schools; Social Influences; *Word Problems (Mathematics)

This one-year qualitative study analyzed how nine middle school English language learners (ELLs) of Mexican descent constructed meaning on think-aloud protocols of Spanish and English word problems. Strategies used by these students to process information from English to their native language included translating to Spanish, reading the problem at least twice, inferring meaning, understanding mathematical symbols, and ignoring words that were irrelevant to the solution. The students failed to construct meaning in both languages when the word problems mixed mathematical with natural language. The findings indicate the importance of using students' sociocultural and linguistic experiences to make mathematical connections between natural language and the language that is specific to mathematics. (Contains 39 references.) (Author/ASK)

ED 456 043 SE 065 156

Llewellyn, Douglas
Inquire Within: Implementing Inquiry-Based Science Standards.
PUB DATE- 01
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Constructivism (Learning); Elementary Secondary Education; *Inquiry; Science Instruction; Scientific Methodology; *Standards; Teaching Methods

This book provides clear-cut insights along with practical suggestions on how to develop teaching competencies and strategies and implement inquiry as called for by the national standards. The chapters in this book take the reader through constructing an understanding of inquiry and the characteristics of an inquiry-based classroom, then address what constitutes an inquiry investigation and the teaching strategies that enhance inquiry-based learning. Chapter 1, "What Is Inquiry?" explores the meaning of inquiry through a constructivist approach. Chapter 2, "Learning through Inquiry", National Labor Committee video "Zoned for Slavery." The second lesson examines the conflict between corporate social responsibility and "the bottom line" through a role-play exercise about a U.S. athletic clothing firm with a plant in the Dominican Republic. The third lesson explores student actions that are forcing new policies and practices in the United States and elsewhere. (BT)

ED 456 065 SO 031 856

High School Assessment Program: Government. Showing the Match of the Content Indicators and the Skills for Success Elaborations in Thinking and Communication.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Citizenship Education; *Civics; *Communication Skills; Evaluation Criteria; High Schools; *Political Science; Public Schools; Social Studies; State Standards; Student Educational Objectives; Student Evaluation; *Thinking Skills; *United States Government (Course)
IDENTIFIERS- Content Learning; *Maryland

This booklet sets forth four core learning goals in government for Maryland's high school students. Divided into four sections that correspond to the goals, the booklet lists both diverse content indicators in each section and the respective thinking and communication skills. Goal 1's Indicator 1.1.1 states: "The student will analyze historic documents to determine the basic principles of the United States government and apply them to real-world situations." Under this indicator in the booklet are nine thinking skills goals, such as "The student will develop alternative perspectives or ways of thinking and acting in complex situations," and six communication skills goals, such as "The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations." Goals 2, 3, and 4 have similar indicators and goals for thinking skills and communication skills, in ascending spheres of difficulty. (BT)

ED 456 066 SO 031 886

Lo, Deborah Eville
Good Neighbors around the World: Building World Knowledge with Translated Literature for Children.
PUB DATE- 00
NOTE- 5p.; Paper presented at the Association for Childhood Education International (ACEI) International Conference and Exhibition (Baltimore, MD, April 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; *Global Approach; Global Education; Multicultural Education; Preschool Education; *Reading Material Selection
IDENTIFIERS- *Literature in Translation; *Multicultural Literature; Response to Literature

Although people may be making progress toward global understanding and multicultural acceptance, there are still "miles to go." Only when an individual can view the members of other cultures as people of equal value will s/he be able to to improve student motivation through use of multiple intelligences, authentic assessment, technology and positive teacher feedback to increase levels of student music achievement. The students of the targeted seventh grade music class exhibited low levels of motivation that hindered achievement within their music class. Evidence for the existence of the problem included quarterly music assessment scores that indicated student achievement and effort, a student music survey, an observation checklist, and student music portfolios that contained reflective learning journals. Probable causes for low levels of student motivation were identified through a literature review and an analysis of the setting. Four categories of probable causes were cited: student-based music and non-music-based factors, and family and school-based factors. The solution strategy involved a review of current educational literature, which resulted in selection of four major categories of intervention: music instruction within the multiple intelligences; instruction through the use of technology; student self assessment through authentic assessment strategies; and positive teacher-to-student feedback. Post-intervention data indicated increased student motivation and music interest resulting in increased levels of student music achievement. All four strategies were found effective because of the interdependent nature set forth in the construction of the intervention strategy. Includes 5 tables, 4 figures, and multiple graph figures. Contains 47 references and 38 appendices. (BT)

ED 456 087   SO 032 928

Gohlinghorst, Nancy; Wessels, Becky
Enhancing Student Achievement in Social Studies through the Use of Multiple Intelligences.
PUB DATE- 01
NOTE- 79p.; Master of Arts Action Research Project, Field-Based Masters Program, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; *Classroom Techniques; Grade 4; Intermediate Grades; *Multiple Intelligences; Program Implementation; *Social Studies; *Student Improvement; Student Surveys
IDENTIFIERS- Accelerated Schools

This action research project developed and implemented a program to improve student knowledge of social sciences and application in the real world. The targeted population consisted of fourth grade students in a K-5 accelerated elementary school in a midwestern state. The problem was documented through the results of standardized tests which were administered annually at this grade level. Analysis of probable cause data revealed that students were not retaining information given or transferring that knowledge to real-life situations. In addition, students lacked the necessary skills to succeed in the real world. Review of curricula content and other resource materials in the social studies area suggested material with advanced reading levels beyond student comprehension. The perspective that was brought to bear on this issue is based on individual student strengths through the use of Howard Gardner's brain research. Through review of solution strategies, research indicated that there were many good reasons for applying the multiple intelligences theory in the classroom: to help students better understand their own capabilities; to show students how to use their strengths to practicums in MCL school settings. Classes provide undergraduates with an introduction to the total ecology of schools with a focus on MCL education. The post-baccalaureate Professional Educators Program provides MCL educators with licensure. The program includes a year-long MCL internship during which interns develop knowledge, dispositions, and performances aligned with National Middle School Association and other appropriate learned society standards in addition to the four Pathwise/Praxis domains and 19 assessment criteria. (SM)

ED 456 107   SP 040 190

Calhoun, Emily; Poirier, Tracy; Simon, Nicole; Mueller, Lisa
Teacher (and District) Research: Three Inquiries into the Picture Word Inductive Model.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Beginning Reading; Elementary Education; Language Teachers; *Literacy Education; *Reading Instruction; *Reading Skills; Teacher Researchers; Vocabulary Development

Three Canadian teachers (an English language first grade teacher, a French immersion first grade teacher, and a grade four/five teacher of students with special needs) used an action research framework and a multidimensional model of teaching to study and expand their literacy strategies and watch the effects on their students. The model they used, the Picture Word Inductive Model, was designed as a major component of language arts curricula for primary level beginning readers and older beginning or early-stage readers. Based on several lines of research on instructional strategies and promoting growth in reading and writing, the model contains various tools to help teachers study students' progress as they come into literacy. The model structures cycles of inquiry by students, generally 2-6 weeks long, with the pace and specific lesson content determined by the teacher's daily diagnosis of student performance. Students begin by describing a picture, then receive a set of word cards. Students classify words, discuss captions on photographs, generate titles and sentences, receive new vocabulary words, classify sentences, and generate paragraphs, always moving at their own pace. The teachers found that students made substantial gains in vocabulary, reading skills, and reading comprehension. (SM)

ED 456 108   SP 040 191

Acker-Hocevar, Michele; Touchton, Deborah
A Model of Power as Social Relationships: Teacher Leaders Describe the Phenomena of Effective Agency in Practice.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

suggested by the literature yielded dozens of solutions. The one chosen for the project was selected because the extensive research base supported the approach. The researchers chose an action plan that implemented a character-education plan that clearly defined cheating and its consequences and adjusted students' attitudes about cheating. Postintervention data indicated that incidents of observable cheating decreased by more than 50% after the action plan had been completed. Also, students' awareness of the consequences of cheating increased. Postintervention data also suggested that students are less likely to cheat when a clear definition is communicated and the consequences for cheating are clearly stated. Four appendixes contain teacher and student surveys, an observation checklist, and parent consent letters for the study. (Contains 27 figures and 21 references.) (Author/SLD)

ED 456 128   TM 033 185

Rhine, Sarah; Smith, Elizabeth
Appropriate Assessment of Primary Grade Students.
PUB DATE- 01
NOTE- 50p.; Master of Arts Action Research Project, Saint Xavier and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Achievement Tests; Action Research; Educational Testing; Elementary School Students; *Performance Based Assessment; Primary Education; Standardized Tests; *Student Evaluation

This research project focuses on the problem of the inappropriate assessment of primary grade students. The targeted group was first graders in a suburban elementary school. While taking tests, students revealed a low performance in comparison with their daily performance. They also exhibited frustration and a high stress level. Current research in assessment in education shows several causes for this problem, including reliance on traditional assessment methods. A variety of authentic assessment tools, such as portfolios and rubrics, were used to assess the first grade students more appropriately. The students benefited from the assessments and had a greater understanding of their own learning. The classroom teachers and parents also benefited from the implementation of authentic assessments, in that a more accurate portrayal of the student resulted. Postintervention data indicated a decrease in students' frustration and stress level during performance assessments as compared to that experienced during standardized achievement tests. Performance and authentic assessment results gave teachers and parents a clearer indication of the students' progress, while the results of the standardized achievement tests were not as useful. Ten appendixes contain surveys, rubrics, and other materials used in the study. (Contains 3 figures, 4 tables, and 19 references.) (SLD)

ED 456 129   TM 033 186

Miller-Whitehead, Marie
Using Testlets To Identify Cognitive Domains Measured by a Kindergarten Diagnostic Assessment.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

knowledge beyond the recall level on challenging subject matter. The open-ended assessment has been implemented at different times and in different grades, but in 1999-2000, it was administered in grades 4 and 8 to all public school students. The assessment was designed around a reading passage with test items loosely linked to the passage. Each assessment contains six reading and six mathematics items. Because this was the first year of the grade-4 assessment, comparisons could not be made with past years' scores. Results indicate that students have difficulty analyzing text, making inferences, and drawing conclusions from what they have read. They were able to read and comprehend at a literal level, but had trouble using the text as support for analysis and evaluation. They also had trouble with the mathematics problems that required analyzing or creating charts, graphs, or tables. There were differences in the performance of racial groups, with the mean scale score for whites 52.4, while that for black students was 45.0. In grade 8, the statewide total mean score was 53.0 (56.0 in mathematics; 50.0 in reading) with 90,196 students taking the test. Females scored slightly higher than males, and there were differences among ethnic and racial groups. Detailed results are provided in a series of tables and figures. Test form samples and sample test questions are included. (Contains 8 figures and 20 tables.) (SLD)

ED 456 149 TM 033 212

The 1999-2000 North Carolina State Testing Results: Multiple-Choice Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of-Course Tests. Reporting on the State and 117 Public School Systems and 76 Charter Schools. "The Green Book."
PUB DATE- 01
NOTE- 616p.; For the 1998-1999 test results, see ED 445 115.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; *Achievement Tests; Biology; Charter Schools; Elementary Secondary Education; Language Arts; Mathematics Achievement; Public Schools; Reading Achievement; *Standardized Tests; State Programs; *State Standards; Tables (Data); *Test Results; Testing Programs; United States History
IDENTIFIERS- *North Carolina; North Carolina Competency Tests; North Carolina End of Course Testing Program

This document contains results for 1999-2000 for North Carolina state testing programs. The Grade 3 pretest is a multiple-choice reading and mathematics test administered to students in the first 3 weeks of grade 3. This pretest was administered to more than 102,000 students in the 1999-2000 school year. Results showed that 69.8% of students scored at or above Achievement Level III in reading, and 76.9% scored at or above Achievement Level III on the mathematics pretest. This represented increases for both reading and mathematics. The End-of-Grade tests were developed in alignment with the North Carolina Standard Course of Study. These state-normed tests were administered to more than 580,000 students in grades 3 through 8 at the end of the school year. The percentage of students achieving at Achievement Level 3 or higher continued to grow, from 52.9% in 1992-1993 to an estimated 69.9% in 1999-2000. The North Carolina High School Comprehensive Test in reading and mathematics, administered to students in grades 10, was given to more than 77,000 students in April 2000.

Stephen
Educational Achievement and Black-White Inequality. Statistical Analysis Report.
PUB DATE- 01
NOTE- 124p.; Project officer was John Ralph.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Black Students; College Attendance; Educational Attainment; Elementary Secondary Education; Higher Education; Outcomes of Education; *Racial Differences; Salaries; Wages

This study explored relationships between black-white differences in educational achievement and black-white differences in various educational and economic outcomes. Three data sets examined the extent to which black-white differences in labor market outcomes, in educational attainment, and in mathematics and reading achievement were present for young adults as a whole and for young adults with similar levels of prior educational achievement. For women with similar levels of prior educational achievement, blacks earned as much or more per year as whites. For men with similar levels of prior achievement, black-white gaps in annual earnings were at least two-fifths lower than black-white gaps for men overall. Black-white employment disparities for young adults with similar levels of prior achievement were at least one-half lower than black-white employment disparities for young adults overall. For young adults with similar levels of prior educational achievement, blacks were more likely to attend college than whites, and blacks' college completion rates were as high as, or higher than, those of whites. Throughout elementary and secondary school, blacks scored lower overall on mathematics and reading tests than whites. The black-white mathematics gap differed in size across grades. (Contains 47 references.) (SM)

ED 456 170 UD 034 266

With One Voice: America's Adults and Teens Sound Off about Teen Pregnancy. A National Survey.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; William and Flora Hewlett Foundation, Palo Alto, CA.; Target Stores/Dayton Hudson Corp.
PUB DATE- 01
NOTE- 34p.; Also supported by the Summit and Turner Foundations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Contraception; Early Parenthood; National Surveys; Parent Influence; Peer Influence; *Pregnancy; Public Policy; *Sexuality
IDENTIFIERS- Abstinence

These charts describe adults' and adolescents' views on teen sex and pregnancy. Data come from national surveys of adults and adolescents that examined attitudes toward teen sex and pregnancy, factors influencing teens' sexual decisions, parents' roles, and adults' and teens' advice for policymakers. There is near unanimous agreement among both groups that teen pregnancy is a serious problem. Over three quarters of adults and half of teens believe that teens should not be sexually active, but that those who are should have access to contraception. About three-quarters of adults and teens believe

IDENTIFIERS- Chicago Public Schools IL; Cleveland Public Schools OH; Detroit Public Schools MI; *E Rate (Internet); Milwaukee Public Schools WI

These papers examine computer technology use in urban schools. "E-Rate Takes Hold, but Slowly" (Donna Harrington-Lueker) charts the progress of four urban school systems using E-rate funds to build powerful communication networks. "A Chicago Front-Runner Bypasses the Internet" (Alexander Russo) describes one school's commitment to educational technology despite operating at 200-percent capacity and serving disadvantaged students. "When Wiring Isn't Enough, a Middle School Hires Another Teacher-Trainer" (Pricilla Pardini) explains how one Milwaukee school developed such an intensive, sophisticated use of computer technology that it had to hire a full-time staff member to train teachers. "Old Problems Stymie East High, but a New Networking Academy Emerges" (Shari M. Sweeney) explains how Cleveland's aging public schools face many problems beyond acquainting students with keyboards, often relying on grants and corporate partners to fill their technology needs. "Detroit Hopes Laptops and Bond Money Will Jump-Start Technology" (Peggy Walsh-Sarnecki); describes the limited access to computers in Detroit's schools, noting how the 1994 approval of a $1.5 billion bond issue for capital improvements such as technology upgrades has not been thoroughly utilized and describing the use of state money to buy 90,000 laptop computers for use by every public school teacher in Michigan. (SM)

ED 456 189   UD 034 363

Henze, Rosemary
Leading for Diversity: How School Leaders Can Improve Interethnic Relations. Educational Practice Report 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 32p.; Contributions by Anne Katz, Edmundo Norte, and Susan Sather. Study conducted by ARC Associates, Oakland, CA.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Pluralism; *Diversity (Student); *Educational Environment; Elementary Secondary Education; Interpersonal Relationship; *Leadership Responsibility; Racial Bias; Racial Discrimination; *Racial Relations; School Culture; Urban Schools

This report examines 21 case studies of schools where leaders took proactive steps to improve relations among different racial/ethnic groups. Among the dilemmas they encountered were staff issues (differential treatment based on race) and student issues (the composition of ethnic clubs). Roots of racial/ethnic conflict included segregation, racism, socialization, and inequality. By taking a proactive stance and monitoring subtle tensions, the leaders avoided such conflict. Before school leaders can develop plans to improve racial/ethnic relations, they must consider their school's context and how it affects human relations. All 21 schools benefitted from at least some contextual supports that made the development of positive intergroup relations easier. The leaders had very different priorities depending on their contexts and needs they identified as most salient. Maslow's hierarchy of needs is useful for reflecting the progression that schools followed in their quest to develop students' fullest potential (meeting students' physical needs, ensuring

States. The first section examines basic demographic trends regarding the scale of immigration, its pace, and its characteristics. Census 2000 figures suggest that immigration levels, particularly levels of undocumented and temporary immigration, are substantially higher than originally believed. The second section addresses the socioeconomic characteristics of immigrants in the U.S. Questions of integration and adaptation of the new immigrants involve not only the immigrants themselves, but also their native-born offspring. The U.S.-born children of this newest wave of immigrants are reaching adulthood, so it is possible to examine how young adult children of immigrants have fared to date. Data show that previous immigrant groups have been integrated into the country, and the current group of immigrants is integrating. Considerations of immigrant adaptation lead to consideration of the country's minimal immigrant policies, the costs and benefits of immigration, and the potential need to explicitly design integration programs and policies on a larger scale than is currently done. The report draws on previous research to address immigrant integration. (SM)

ED 456 208   UD 034 384

Clarke, Julian; Speeden, Stuart
Then and Now: Change for the Better?
PUB DATE- 01
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged; Federal Legislation; Foreign Countries; Immigration; Law Enforcement; Minority Groups; Racial Bias; *Racial Discrimination; *Racial Relations
IDENTIFIERS- Race Relations Act 1976 (Great Britain); United Kingdom

This report investigates whether strategies employed by the United Kingdom's Commission for Racial Equality (CRE) have been effective in furthering racial equality. It examines the way that CRE strategies have responded to a range of changing conditions, and it looks at the value of this experience in shaping the CRE's future strategies. Section 1, "Racial Equality: A Changing Context," discusses immigration and race relations, Britain's ethnic minority population, and discrimination, disadvantage, and diversity. Section 2, "Combating Discrimination," highlights: 1977-84 (testing the law), 1985-93 (promoting equal opportunities), and 1993-00 (campaigning for equality). Section 3, "Good Race Relations: Conditions for Equality," discusses challenging racial harassment and majority prejudice, supporting representation and inclusion, and scrutinizing state activity. Section 4, "A New Regulatory Framework," examines pressures on government, the Race Relations (Amendment) Act 2000, implementation of the Act, and a new regulatory framework. Section 5, "Conclusions and Evaluation," notes that the CRE was key in developing awareness of racial discrimination and the need for continuing racial equality work, developing an awareness of a law enforcement approach to racial equality, and developing multiple strategies that go beyond law enforcement. (Contains 33 references.) (SM) program appropriate for higher education centers. (NB)

ED 455 864   JC 010 539

Mespoli, Lawrence A.; Farbman, Jacob C.
Guide to Programs at New Jersey Community Colleges.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Associate Degrees; College Programs; *Community Colleges; Continuing Education; *Credit Courses; Curriculum; Job Training; *Noncredit Courses; Program Descriptions; Program Guides; *Transfer Programs; *Two Year Colleges
IDENTIFIERS- *New Jersey

The New Jersey Council of Community Colleges designed this program guide to serve as an overview of instructional credit and noncredit programs available at the state's 19 community colleges. The guide includes a multi-page matrix that offers an overview of all career and transfer programs available and which colleges offer these programs. Credit programs that range from short-term certificate programs to associate degrees are designated in the matrix with a 'C' for certificate or a 'D' for degree. Noncredit programs are all indicated by an 'N.' Following the matrix is a list arranged alphabetically by community college, which cites the credit and noncredit programs offered by each college. The guide also includes a map of New Jersey's community colleges, along with a list of all of the schools' Web site addresses. The guide reminds readers that because community colleges often serve local labor markets, programs can change frequently. Also, it is not offered as a comprehensive listing that includes services offered outside the instructional program listings, such as Small Business Development Centers; SCORE Chapters and Business Incubators. (NB)

ED 455 865   JC 010 540

Grubb, W. Norton
From Black Box to Pandora's Box: Evaluating Remedial/Developmental Education. CCRC Brief Number 11.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *Community Colleges; *Course Evaluation; *Curriculum Evaluation; *Developmental Studies Programs; *Evaluation Methods; Evaluation Needs; Remedial Instruction; Two Year Colleges; Validated Programs

The roster of developmental programs available to students in community colleges is expanding, though remedial education itself does remain a marginal aspect of higher education. The programs are usually under-funded, segregated from "regular" offerings, and taught by part-timers. This report suggests that the colleges are sending signals that developmental education is not "real" education. The author details the vast array of different approaches to developmental/remedial education students attempted 3 or less credit hours (65%), with an additional 22.0% attempting 4 to 6 credit hours. In terms of class standing, seniors were the most likely to attend summer school (17%), followed by juniors, sophomores, and freshmen. (LD)

ED 455 885   JC 010 565

Higher Education Outcomes & High-Tech Workforce Demands: The Fifth Annual Systemwide Accountability Report.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; Community Colleges; Educational Assessment; Educational Attainment; Educational Finance; *Enrollment; Higher Education; *Institutional Characteristics; *Organizational Effectiveness; *Outcomes of Education; *School Effectiveness; Student Characteristics
IDENTIFIERS- *New Jersey

The New Jersey Commission on Higher Education releases this report annually on systemwide accountability. The data are collected from the system's 9 state colleges and universities, 3 public research universities, 19 community colleges, and 25 private higher education institutions. The key findings of this year's report include: (1) full-time undergraduate enrollment increased steadily between 1994 and 1999, though there was a decrease in part-time enrollment; (2) minority enrollment continues to grow; (3) 6-year graduation rates at New Jersey's public baccalaureate institutions have improved and currently exceed national averages; (4) state and local government support for higher education in New Jersey remains higher than the national average, but state support per FTE student declined markedly relative to the national average between 1994 and 1999; (5) tuition and fees at New Jersey public institutions continue to exceed the national average, while increases in state aid to community colleges has reduced the gap between New Jersey and the nation in community college tuition and fees; (6) New Jersey continues to lead the nation as a whole in state-funded, need-based assistance for full-time students; and (7) New Jersey colleges and universities need to award more degrees in high-tech fields in order to meet the market demand for highly qualified workers. The report includes 22 tables and eight figures. (NB)

ED 455 886   JC 010 566

2001 Employer Follow-Up Survey.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *College Graduates; College Outcomes Assessment; *Community Colleges; *Education Work Relationship; *Employer Attitudes; Employment Patterns; Followup Studies; *Outcomes of Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Dallas County Community College District TX

The Dallas County Community College District (DCCCD) conducted this study in order to obtain a central measure of interactions with children; (7) program planning and development; and (8) professional development and leadership. Each of the eight content areas contains five levels that range from the skills and knowledge of a beginning professional to the more advanced skills and knowledge possessed by someone with a master's degree. The core competencies are designed as a framework for improving teaching and learning. The guide concludes with a professional development record form for teachers/caregivers to document their professional development activities. (KB)

ED 455 906   PS 029 605

Kane, Danielle C.; Gadsden, Vivian L.; Armorer, Keisha R.
The Fathers and Families Core Learnings: An Update from the Field.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; Employed Parents; *Family (Sociological Unit); *Fathers; Focus Groups; *Parent Child Relationship; Parent Education; Parent Role; Social Services; Unemployment
IDENTIFIERS- Barriers to Participation; Coparenting; Intergenerational Continuity; Intergenerational Transmission; Role Transition

The mission of the National Center on Fathers and Families (NCOFF) is to improve the life chances and well-being of children and the efficacy of families by facilitating the positive involvement of fathers. Seven core learnings, developed in 1994, are at the heart of NCOFF's agenda for research, practice, and policy, and a framework for the field. These seven core learnings address the following areas: (1) fathers regard for their children; (2) the impact of father presence; (3) joblessness; (4) systemic barriers to father involvement; (5) co-parenting; (6) role transitions; and (7) intergenerational issues. The NCOFF used focus groups to examine the behaviors/activities necessary for being a good father and how many fathers actually meet the criteria. In addition, the NCOFF met with individuals in the field to determine whether and how the core learnings continue to resonate with practice and whether new core learnings should be added. This report, presented in four sections, summarizes the results of six focus group meetings with practitioners. Section 1 deals with modifications to the original core learnings. Section 2 examines new themes that the focus group participants believed should be incorporated into new core learnings. Section 3 considers the role of policy and research in supporting programs and practice. Section 4 argues that finding ways of increasing people's options will enable them to become more active parents. This section also presents the hypotheses for the new core learnings. The report's two appendices contain the focus group meeting discussion guide and a list of the programs and agencies represented at the focus groups. (KB)

ED 455 907   PS 029 606

Strengthening the Role of Fathers in Families: Report on a Federal Conference.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford

Steps that states can take toward universal preschool education are delineated, including establishing one set of regulations that apply to all early childhood programs, raising staff qualifications, establishing program standards, and ensuring that a necessary infrastructure is funded. The paper also delineates roles for the federal government, which include conducting an annual survey on the status of preschool education, funding research to develop evidence-based curricula, and creating financial incentives for states and communities to develop locally responsive systems of preschool education. Appended is a table delineating how much each state and the District of Columbia budgets for its state prekindergarten program or the Head Start supplement, and the schematic diagram for constructing universal preschool. (KB)

ED 455 925 PS 029 669

Bernstein, Jared
Let the War on the Poverty Line Commence. Working Paper Series.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; *Change Strategies; Eligibility; *Family Financial Resources; Family Income; *Financial Needs; *Measurement Techniques; *Poverty; Resistance to Change
IDENTIFIERS- Barriers to Change; *Poverty Line

Both social scientists and politicians agree that the way poverty is measured in the United States is inadequate. Noting that this metric influences our understanding of the extent of economic deprivation and influences the provision of social supports, this report presents various options to the current measurement and suggests a replacement for the current poverty line measure. The report argues that a poverty line measure should categorize families such that those who fall below it cannot adequately meet their basic needs, given what is known about human needs and prevailing living standards. It is asserted that the current measure is out of date; fails to reflect changes in consumption and relative spending; excludes non-cash resources, work expenses, and taxes; and neglects geographical differences in the cost of living. The report puts forth the National Academy of Sciences (NAS) method as the leading contender to replace the current measure because of its separate treatment of the needs and the resources side of the equation. This approach as implemented by the Census Bureau also appears to be more sensitive to the business cycle than the official poverty line measure. The family budget approach and the half-the-median income approach are also discussed as possibilities, as is the use of standardized rates with the NAS method. The report includes recommendations for improving the NAS method. Suggestions are given for advocating change in the measurement of poverty, including a focused movement with one simply articulated goal of replacing the current poverty measure with a better one, offering a positive rationale for the change, unifying the social science and advocacy communities around a single approach, and enlisting political representatives in the cause. (KB)

ED 455 926 PS 029 670

Bielick, Stacey; Chandler, Kathryn; Broughman, Stephen P.
Homeschooling in the United States: 1999.

Each listing contains the name of the school, address, telephone number, name of contact person, email address, and the early childhood specialty area. The report describes how the directory was prepared and the procedures for updating the directory. The report also provides initial findings from a survey of 600 programs contacted for the directory. (KB)

ED 455 945 PS 029 707

Early Childhood Support Structure Is Proposed. NCEDL Spotlights, No. 25.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Excerpts from "The Missing Support Infrastructure in Early Childhood," by Jim Gallagher and Dick Clifford, in the Internet journal "Early Childhood Research & Practice" v2 n1.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Educational Quality; Preschool Children; *Preschool Education; Program Improvement; *Public Policy
IDENTIFIERS- Program Characteristics

Noting that young children under age five are still without comprehensive public policies to protect or enhance their status, this issue of the NCEDL Spotlights excerpts an article proposing a quality support system for early childhood education programs. The components of a quality support system are highlighted: (1) personnel preparation; (2) technical assistance; (3) applied research and program evaluation; (4) communication; (5) demonstration; (6) data systems; (7) comprehensive planning; and (8) coordination of support elements. Proposed strategies for building early childhood infrastructures are also delineated: (1) identify and cultivate power sources; (2) establish planning structures; (3) mount a media initiative; (4) involve professional organizations; (5) be realistic about time; (6) financing the infrastructure; (7) earmarking; and (8) subsidies. (KB)

ED 455 946 PS 029 708

Intervention & Home Environment. NCEDL Spotlights, No. 27.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Excerpts from "Early Intervention: The Moderating Role of the Home Environment" by Robert Bradley, Margaret Burchinal, and Patrick Casey.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Child Health; Comparative Analysis; Early Childhood Education; *Early Intervention; *Family Environment; Intelligence Quotient; Longitudinal Studies; Premature Infants; *Program Effectiveness; Program Evaluation; *Young Children

This report summarizes the findings of a study of the effects of home environment on child outcomes as influenced by the Infant Health and Development Program, an intervention aimed at improving the health and development of premature, low birth

Homeless Education at SERVE for information related to the education of homeless children. The brochure identifies some facts that parents in homeless families should know about their children's right to education. After noting that children are motivated in school when their parents show an interest in their school activities, the brochure also lists some questions that parents can ask school personnel about school programs and services. (BC)

ED 455 966   PS 029 739

Guth, Christine M.; Chambliss, Catherine
The Association between Maternal Employment and Young Adults' Subsequent Relationships with Their Parents.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; *Attitudes; College Students; Comparative Analysis; *Employed Parents; *Family Work Relationship; Fathers; Higher Education; *Mothers; *Parent Child Relationship; Parents; *Young Adults
IDENTIFIERS- Relationship Quality

Noting that few studies have assessed the long-term correlates of maternal employment during infancy, this study assessed the quality of college-age students' current relationships with their parents as a function of the employment status of their parents during the respondents' childhood. Participating in the research were 822 college students enrolled in introductory psychology courses and ranging in age from 18 to 27 years. Participants completed the Maternal Relationship Scale and Paternal Relationship Scale, and the Childhood Appraisal Scale as well as providing background information. Respondents reported more negative attitudes toward their mothers if the mother was employed full-time during the child's infancy, and more positive attitudes if the mother was not employed during that time in the child's life. Part-time maternal employment was associated with relationship scores in between the other two groups. On most of the measures, relationships with fathers showed parallel effects. (Contains 16 references.) (KB)

ED 455 967   PS 029 740

O'Donnell, Nina Sazer; McJunkin, Carter
Ten Tips for Getting and Keeping Business Involved: An Illustrated Guide for Early Childhood Leaders.
PUB DATE- 01
NOTE- 36p.; Designed and illustrated by John Boose. Additional funding from the Lucent Technologies Foundation Universal Preschool Initiative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Change Strategies; *Child Advocacy; *Early Childhood Education; Leadership; *Partnerships in Education; *School Business Relationship; *School Community Relationship

As national, state, and community attention focuses increasingly on school readiness and early literacy, more state and community leaders realize that business partners can contribute

PUB DATE- 00
NOTE- 52p.; Presented to the White House Initiative on Tribal Colleges and Universities.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Buildings; Colleges; *Construction Needs; *Educational Facilities Improvement; *Federal Aid; Federal Indian Relationship; *Federal Programs; Financial Needs; Higher Education; Philanthropic Foundations; Private Financial Support; School Construction; *Tribally Controlled Education; Trust Responsibility (Government)
IDENTIFIERS- State Tribal Relationship

Due to rapidly increasing enrollments and inadequate existing facilities, the federal government must play a stronger role in supporting infrastructure development at tribal colleges. The federal government's role stems from its trust relationship with American Indian tribes and from the fact that the tribal colleges missed the height of federal support for infrastructure development programs. This report details selected federal programs that might be used by tribal colleges to meet some of their facilities' needs. For each program, information is provided on type of assistance, legal authority, administering office, purpose, eligible beneficiaries, funding obligations, and average awards. In some cases, supplementary information from agency and department Web sites, the Federal Register, and relevant legislation is provided. Federal programs are divided into three categories: programs available to tribal colleges, general community development programs, and innovative approaches. In addition, the potential of state and private resources to supplement federal programs is assessed. It is concluded that Tribal Colleges can expect very little state funding in the future, and most tribal colleges do not have the resources necessary for comprehensive fundraising efforts. Recommendations include appropriating funds to currently authorized programs, exploring the possibility of using funds through the Department of Agriculture's rural development community facilities grants, and encouraging tribal colleges to fully utilize currently available supplemental sources of funding, such as funding for research facilities and historic preservation. (Contains 52 references.) (TD)

ED 455 987 RC 023 095

Harmon, Hobart L.
Education Issues in Rural Schools of America.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Appalachian Rural Systemic Initiative Conference (Lexington, KY, May 22-23, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Educational Facilities Improvement; *Educational Needs; Educational Research; Elementary Secondary Education; Financial Support; Poverty; *Public Policy; Relevance (Education); *Research Needs; Rural Development; *Rural Education; Rural Urban Differences; *School Community Relationship; School Size; Teacher Shortage

To have an impact on rural schools and communities, education researchers and reformers must stop approaching rural issues from an urban perspective, adopt a perspective that values communities and improve life in rural Idaho. The IRP is an accessible organization that listens to local problems and collaborates to develop systemwide solutions. The board of directors and general membership include representatives from profit and nonprofit organizations; local, regional, state, federal, and tribal governments; and at-large representatives. Using work groups of IRP members and current technology for delivery, IRP supports communities with new products, training, and information. The IRP believes in empowering rural communities, businesses, and individuals to help themselves and make their own decisions. This decennial report lists the 2001 board of directors and past board members, and briefly recounts the organization's history. The bulk of the report consists of brief descriptions of the tasks completed in the past decade. Accompanying each description is information on partners, outcomes, and IRP's role. Tasks are grouped under the headings of capacity-building leadership projects, publications, information technology, timber value-added, collaborative projects, growth and distress issues, conferences, and facilitations. The report concludes with a financial statement for 2000, the 2001 budget, 2000 member organizations, and the 2001 IRP calendar. (TD)

ED 456 005 RC 023 129

Native American Education Improvement Act. Hearing before the Committee on Indian Affairs on S. 211 To Amend the Education Amendments of 1978 and the Tribally Controlled Schools Act of 1988 To Improve Education for Indians, Native Hawaiians, and Alaskan Natives. United States Senate, One Hundred Seventh Congress, First Session.
PUB DATE- 01
NOTE- 283p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *American Indian Education; *Educational Facilities Improvement; Educational Legislation; *Educational Needs; Educational Policy; Elementary Secondary Education; *Federal Aid; Federal Legislation; Hearings; *School Funds; Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; Congress 107th; Office of Indian Education Programs; Proposed Legislation

A U.S. Senate committee hearing received testimony on proposed amendments to the Education Amendments of 1978 and the Tribally Controlled Schools Act of 1988. The amendments deal with accreditation and academic standards for Bureau of Indian Affairs (BIA) schools, facilities standards for BIA school dormitories, geographical attendance area boundaries for BIA schools, instructions to the General Accounting Office to conduct a national survey of the physical condition of all BIA-funded school facilities, facilities construction priorities and funding, federal funding formulas for BIA schools, administrative cost grants, establishment of a Division of Budget Analysis within the BIA's Office of Indian Education Programs (OIEP), the system of uniform direct funding and support for BIA schools, policy for Indian control of Indian education, school board training, hiring and qualifications of Indian education personnel, discharge and conditions of employment of educators, compensation or salaries for teachers and counselors, early childhood development programs, tribal departments of education, grants to tribally controlled schools, and eligibility for such grants. Statements and testimony were received from U.S. senators, the director of cycle subjects of physics and mathematics because of lack of preparation in high school; (2) keeping the subjects and course descriptions that comprise the programs up to date; and (3) the necessity of a solid basic formation to support fast technological transformations. In an attempt to reduce the dropout rate, the new curriculum design introduces fundamental subjects with basic mathematics and physics content in the first year course with the objective of minimizing or even correcting eventual deficiencies originating from the formation of the high school course. A generous increase in the program hour of the subjects that compose the basic cycle of the course, among them mathematics, physics, mechanics, fluid mechanics, and computer initiation, is proposed. With these reformulations it is intended to alter the cycle of basic formation of the course from two to three years, enabling some basic subjects to be extended until the fourth year of the course. On the other side it becomes convenient to introduce some subjects to motivate the students in the course during the first year. These subjects can be highlighted in two parts: (1) Introduction to Engineering and Administration; and (2) Introduction to Construction Engineering. With regard to the subjects of permanent professional modernization, a structure is being proposed towards the end of the course that facilitates the student having a formation composed by modules of subjects with a focus on continuous education, allowing the student to come back to the university for new specialization or extension unit courses in later years. (Author/YDS)

ED 456 022 SE 064 907

Wither, Sarah E.
Local Curriculum Development: A Case Study.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Activities; Conservation (Environment); *Curriculum Development; Elementary Secondary Education; Environmental Education; *Rural Education; Time Management
IDENTIFIERS- *Place Based Education

There are concerns among educational theorists about the conservation of the environment and the rural life style and teaching students to be active community members. This has led to the publication of research papers on place-based theories, preservice teacher education, and a review of a national placed-based development program. The topic of K-12 curriculum development in rural communities, however, has not been addressed in any of the current research. This document presents a study aiming to provide guidance on local curriculum development for schools interested in creating their own place-based programs to enhance students' academic achievement. Because every place has its unique problems, place-based education encourages local curriculum development. This study involves five school districts with the formation of a consortium to develop place-based K-12 curriculum activities. (Contains 51 references.) (YDS)

ED 456 023 SE 064 944

follows a 4th grade class through a unit of study characterized by student-generated questions. Chapter 3, "What Is Constructivism?" lays the foundation for constructivist learning strategies and shows how constructivism complements inquiry-based learning. In chapter 4, "Designing Inquiry-Based Classrooms," traditional and inquiry-based classrooms are compared. In chapter 5, "Integrating Inquiry-Based Classrooms," inquiry investigations are compared with other hands-on science activities through a grid that divides instructional strategies into demonstrations, activities, teacher-initiated inquiries, and student-initiated inquiries. Chapter 6, "Why the Scientific Method is Important," compares inquiry with the scientific method and scientific problem solving whereas chapter 7 introduces The Learning Cycle, a five-step approach to designing lessons that facilitate inquiry. Chapter 8, "Skills and Knowledge of Inquiry-Based Teachers", presents a rubric for assessing and monitoring the four stages of development in becoming an inquiry-based teacher. Chapter 9, "Using Questioning Skills in Inquiry," presents questioning strategies that enable inquiry-based learning. In chapter 10, "Inquiry-Based Teachers Describe the Process," a beginning elementary school teacher describes her journey into inquiry and a college professor shares her insights about using inquiry. Both describe their experiences including the joys, the challenges, and the rewards of teaching through inquiry. Resource A, "Inquiry Resources for Teachers," provides printed and online resources for further reading and reference. It is essential that those interested in inquiry-based instruction go beyond the initial stages of understanding inquiry to a level at which they can articulate personal philosophies grounded in research and literature. Linking theory and practice requires additional reading and discourse. (Contains 65 references.) (ASK)

ED 456 044   SE 065 157

Rochowicz, John A., Jr.
Learning the Concepts of Limits with Technology.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Learning; *Mathematics Instruction; *Spreadsheets; Teaching Methods

An understanding of limits is valuable for learning advanced mathematics. Fundamental to almost all branches of mathematics, studying and applying limits enable students to pursue meanings instead of calculations to many different applications. The idea of nearness to a point instead of exactness is different for many students. Using spreadsheets and other forms of technology provide a variety of ways for the learner to understand and determine limits. This paper describes the use of spreadsheets and spreadsheet macros to calculate limits and visualize output. A variety of examples are shown for differentiation and integration. Through the use of technology, relevant situations become the focus of mathematical study. Concepts are more important than computations. And technology enables the student to be an active participant in the learning of mathematics. (Author)

ED 456 045   SE 065 158

truly understand the perspectives of another. Unfortunately, classroom teachers are rarely equipped to teach a global curriculum. The best and most authentic materials by which to understand another culture are the books and stories written by authors of that culture for the children of that culture. This document presents an annotated bibliography of contemporary international children's literature that has been translated into English. The list contains 4 books from African literature, 8 from Asian literature, 1 from French Canadian literature, 7 from Central and South American literature, 4 from Eastern European literature, and 11 from European literature. (BT)

ED 456 067 SO 031 903

McDonnell, Lorraine M., Ed.; Timpane, P. Michael, Ed.; Benjamin, Roger, Ed.
Rediscovering the Democratic Purposes of Education. Studies in Government and Public Policy.
PUB DATE- 00
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Dream; Citizenship; *Citizenship Education; *Democracy; *Educational Policy; Elementary Secondary Education; *Politics of Education; *Public Schools
IDENTIFIERS- Political Education

This volume of essays, spanning philosophy, history, sociology, and political science seeks to demonstrate that the democratic purposes of education are not outmoded but can continue to be driving forces in public education. Nine original articles examine how those democratic purposes might be redefined and revived. The volume both establishes the intellectual foundation for revitalizing U.S. schools and offers concrete ideas for how the educational process can be made more democratic. The collection is divided into three broad parts: "Part 1: The Philosophy and Practice of Civic Education"; "Part 2: Approaches to Studying the Politics of Education"; and "Part 3: Focusing on Democratic Purposes: Implications for Education Policy." The following essays are in the collection: (1) "Defining Democratic Purposes" (Lorraine M. McDonnell); (2) "What the American Founders Have To Teach Us about Schooling for Democratic Citizenship" (Lorraine Smith Pangle; Thomas L. Pangle); (3) "Toward a Political Economy of Citizenship: Historical Perspectives on the Purposes of Common Schools" (Carl F. Kaestle); (4) "Why Should Schools Care about Civic Education?" (Amy Gutmann); (5) "A Political Socialization Perspective" (Pamela Johnston Conover; Donald D. Searing); (6) "The Two Democratic Purposes of Public Education" (Terry M. Moe); (7) "Democracy and Schooling: An Institutional Perspective" (James G. March; Johan P. Olsen); (8) "Seeking a New Politics of Education" (Lorraine M. McDonnell; M. Stephen Weatherford); and (9) "Democratic Education and the American Dream" (Jennifer L. Hochschild; Nathan Scovronick). Each essay includes notes. (Contains a very extensive selected bibliography.) (BT)

ED 456 068 SO 031 920

Ackerman, James S.
The Ethics of Teaching about Religion in the Public Schools.
PUB DATE- 00
NOTE- 6p.; Paper presented at the WORLD 2000 Teaching World

learn and develop their weaknesses; to develop risk taking; and to better assess the mastery of higher-level content. Includes 15 figures, 2 tables, and 36 references. Appended are student questionnaires, permission materials, and other information. (BT)

ED 456 088 SO 032 946

Drake, Sarah E.; Vontz, Thomas S.
Teaching about the United States Supreme Court. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Constitutional Law; Court Role; Elementary Secondary Education; *Law Related Education; Political Science; Social Studies; *United States History
IDENTIFIERS- ERIC Digests; *Supreme Court; *United States Constitution

This digest highlights the Constitutional and statutory foundations of the United States Supreme Court, discusses the changing role of the Supreme Court, and recommends online resources helpful in teaching and learning about the United States Supreme Court. The digest addresses general concerns of delegates at the Constitutional Convention, Federalist 51, Federalist 78, the Judiciary Act of 1789 (establishing and organizing the federal judiciary), judicial review, Marbury v. Madison (1803), and what enables the Supreme Court to secure justice. (BB)

ED 456 089 SO 032 947

Johns, Krista R.
Going around the Circle Again: Exploring Kolb's Theory of Growth and Development.
SPONS. AGENCY- State Justice Inst., Alexandria, VA.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Experiential Learning; Faculty Development; Higher Education; *Individual Development; *Law Schools; *Learning Theories; Models
IDENTIFIERS- Brain Based Learning; *Kolb (David A); *Learning Style Inventory (Kolb)

Thirty years after their development, David A. Kolb's Cycle of Learning and Learning Style Inventory are widely used to understand the stages of learning and the ways people prefer to receive and process new information. The model and the self-assessment are both based on Kolb's experiential learning theory, which emphasizes the need for learner involvement in educational activities. The Learning Style Inventory is used in faculty development courses to give judges, who serve as peer instructors, an understanding of the individual preferences for certain learning experiences and the need to use teaching methodology that addresses those preferences. While the learning cycle has tremendous benefit for judicial educators, there is another aspect of Kolb's model that may be equally

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Education; Elementary School Teachers; *Participative Decision Making; Personal Narratives; *Power Structure; School Based Management; School Culture; Teacher Administrator Relationship; Teacher Attitudes; Teacher Collaboration; *Teacher Empowerment; Teacher Participation
IDENTIFIERS- Florida; Reform Efforts; Teacher Leaders; Teacher Leadership

This study investigated how teachers described current decision making structures, culture, and the power/micropolitics of their work, examining how they used their agency to accomplish work and make decisions together under Florida's reform. Data came from interviews with 1996 and 1997 elementary educators selected as teachers of the year. The interviews addressed their perspectives on site-based decision making structures within their work contexts and relationships, examining: formal and informal work processes that led to decision making, their definitions of teacher expertise, power relationships between different groups, and how they used their personal power in school. Overall, teacher leaders were able to envision the broader impact of decisions made by administrators and teachers. Those who exerted the most agency had the most empowering principals and the least disempowerment in their work contexts. They were respected and valued by colleagues and principals. They worked within and across school boundaries and structures to establish social linkages and networks among their peers and within the community. Their stories illustrated how six empowerment/power dimensions (autonomy, political efficacy and expertise, responsibility and accountability, collegiality and status, resources, and hierarchical relations) appeared under the framework of structure, power, and culture. (Contains 52 references.) (SM)

ED 456 109   SP 040 192

Arani, Mohammad Reza Sarkar
School-Based In-Service Teacher Training in Japan: Perspectives on Teachers' Professional Development.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the World Congress of Comparative Education Societies (11th, Cheongiv, Korea, July 2-6, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; Parent Teacher Cooperation; Reflective Teaching; Self Evaluation (Individuals); Teacher Collaboration; Teacher Competencies; Teacher Improvement; Teacher Researchers; Teacher Student Relationship
IDENTIFIERS- *Collaborative Research; *Japan

This paper uses the case study method to describe the characteristics of Japanese school-based inservice teacher training programs, which are designed to help teachers improve their competence and the quality of their teaching activities. Data come from observations of and interviews with teachers in classrooms within 10 public elementary schools. School-based inservice teacher training is based on planning and conducting collaborative research activities. Teachers learn from each other, from their relationships with students, and from

DESCRIPTORS- *Diagnostic Tests; Early Childhood Education;
  Kindergarten; *Preschool Children; *School Readiness; *Test Use
IDENTIFIERS- *Cognitive Domain; *Testlets

This study examined a 20-item diagnostic assessment designed to assess readiness of preschool children for kindergarten. Examination of student scores on the individual items of the assessment led to the proposal of the extraction of testlets composed of groups of related items to use information about students' scores better. This approach results in an assessment that essentially is composed of several one-dimensional testlets or blocks that can be scored as scales for achievement or ability on one domain, such as verbal skills. Several simple testlet models, created by principal component analysis and tested by confirmatory factor analysis, are presented, interpreted for the underlying construct, and evaluated. (Contains 5 tables and 40 references.) (Author/SLD)

ED 456 130   TM 033 187

Scheiner, Estie; Tittle, Carol Kehr
Report on the Pilot Study: Lesson Plan Review Form for Student Lesson Plans in Mathematics. New York Collaborative for Excellence in Teacher Preparation.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cooperation; Elementary Secondary
  Education; *Evaluation Methods; *Faculty Development; Formative
  Evaluation; *Lesson Plans; *Mathematics Instruction; Methods
  Courses; Pilot Projects; *Teacher Education

The New York Collaborative for Excellence in Teacher Preparation (NYCETP) is a multicampus project designed to produce well-qualified teachers of science and mathematics. As part of the formative evaluation of the NYCETP, evaluators have designed activities that support faculty development and intercampus faculty collaboration. The pilot study of the lesson plan review form for education mathematics methods courses was one of these activities. Although small numbers of faculty and student lesson plans were involved in the pilot study, the study provides data related to the two main purposes of the pilot study: to determine if review forms could be used by faculty and whether sample lesson plans met the goals of the NYCETP. The report includes a description of procedures, summary of findings, case study examples of lesson plans and ratings, conclusions, and implications. Ratings for 2 sets of 10 lesson plans each are analyzed, each set rated by 2 faculty raters. For one set, rater agreement was 85%, and for the second, 56%. Rater disagreement was a function of adequacy of lesson plans and different use of rating categories. Disagreement could be reduced with rater training and, in some cases, improved lesson plans. Four appendixes contain some supporting information, a glossary, and tables for 20 lesson plans. (Author/SLD)

ED 456 131   TM 033 188

Portes, Pedro R.; Zady, Madelon F.
Differential Predictors of Mathematics and Reading Achievement: What May Be Learned from Immigrant Adolescents' Adaptation to School.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American

Achievement levels for this test increased slightly for reading, and 3.3 percentage points for mathematics from the previous year. End-of-course tests have been developed for 10 courses. Administration of five of these tests was optional, but even so, tests were given to more than 652,000 students at the end of the 1999-2000 school year. Tables present results for each of these tests, providing information by grade, region, subject, and gender, and student subgroups. For each test, descriptions and sample questions are provided, and excerpts from the teacher guides are presented for some tests. An appendix contains a list of North Carolina's charter schools. (Contains 142 tables and 66 figures.) (SLD)

ED 456 150   TM 033 213

Instructional Strategies: English Language Arts Exit Exam, 2001.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *High School Students; High Schools; *Instruction; Interdisciplinary Approach; *Skill Development; *Teaching Methods; Test Wiseness; *Thinking Skills
IDENTIFIERS- *Exit Examinations; *North Carolina

This document is intended to help teachers prepare students for the "exit exam of essential skills" required by the Student Accountability Standards enacted by the North Carolina State Board of Education. The strategies in this guide are based on two essential premises: following the North Carolina "Standard Course of Study" will help students be successful, and quality instruction will improve student achievement. The North Carolina High School Exit Exam (NCHSEE) focuses on skills across all disciplines. This document is divided into three sections based on the types of items students will encounter on the NCHSEE: scenarios, listening, and embedded error. Strategies include such practices as incorporating authentic tasks, becoming familiar with test structures, identifying main ideas and key words, or note taking. Some strategies may help students on more than one type of item. These instructional strategies are based on sound education practices and are applicable to all areas of the North Carolina Standard Course of Study as well as the NCHSEE. (SLD)

ED 456 151   TM 033 214

Williams, Kelly; Wise, Steven L.; West, Richard F.
Multifaceted Measurement of Critical Thinking Skills in College Students.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Critical Thinking; Higher Education; Measures (Individuals); Metacognition; *Skill Development; Student Attitudes; Test Construction; *Thinking Skills

that advocating abstinence as the first and best option while also providing information about and access to contraception sends a clear, specific message. Over half of the teens overestimate the percentage of high school students who have had sex. Adults also overestimate this percentage, and they underestimate the percentage of teens who get pregnant. Adults cite friends as the main influence on teens' sexual decision making, while teens believe that parents have the most influence. Most adults and teens consider it important for teens to receive a strong message from society that they should abstain from sex until they are at least out of high school. (SM)

ED 456 171   UD 034 268

Kirby, Douglas
Emerging Answers: Research Findings on Programs To Reduce Teen Pregnancy.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; William and Flora Hewlett Foundation, Palo Alto, CA.; Target Stores/Dayton Hudson Corp.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 242p.; Foreword by Sarah Brown. Also supported by the Summit and Turner Foundations.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; *Comprehensive School Health Education; Contraception; Early Parenthood; *Pregnancy; Program Effectiveness; Program Evaluation; Secondary Education; Sex Education; *Sexuality; *Youth Programs
IDENTIFIERS- Abstinence; Condoms; Risk Reduction; *Risk Taking Behavior; Sexually Transmitted Diseases

This report summarizes three bodies of research on teenage pregnancy and programs to reduce the risk of teenage pregnancy. Studies included in this report were completed in 1980 or later, conducted in the United States or Canada, targeted adolescents, employed an experimental or quasi-experimental design, had a sample size of at least 100 in the combined treatment and control group, and measured the impact on sexual or contraceptive behavior, pregnancy, or childbearing. Six chapters focus on: (1) "Making the Case for Prevention Efforts: Adolescent Risk-Taking Behavior and Its Consequences"; (2) "Looking for Reasons Why: The Antecedents of Adolescent Sexual Behavior"; (3) "Assessing the Evidence: Factors Affecting the Strength of Research Results"; (4) "Emerging Answers: The Behavioral Impact of Programs To Reduce Adolescent Sexual Risk-Taking"; (5) "Looking Forward: Conclusions about the State of Research and the Effectiveness of Programs"; and (6) "Bringing It Home: Applying These Research Results in Communities." (Chapters contain references.) (SM)

ED 456 172   UD 034 272

Halfway There: A Prescription for Continued Progress in Preventing Teen Pregnancy.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; William and Flora Hewlett Foundation, Palo Alto, CA.; Target Stores/Dayton Hudson Corp.
PUB DATE- 01

student safety, and emphasizing the higher order needs of community and belonging, self-esteem, and achieving potential). This report describes how one urban elementary school built its community. It concludes by discussing how to communicate success in human relations. (Contains 12 references and 4 appendices: "Contextual Constraints," "Contextual Supports," "District Supports," and a "List of Schools in the Study.") (SM)

ED 456 190 UD 034 365

Orfield, Gary, Ed.
Diversity Challenged: Evidence on the Impact of Affirmative Action.
SPONS. AGENCY- Ford Foundation, New York, NY.; Spencer Foundation, Chicago, IL.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 309p.; With Michal Kurlaendar. For individual chapters, see UD 034 366-379.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Affirmative Action; *Civil Rights Legislation; *College Admission; College Faculty; Court Litigation; *Diversity (Student); Educational Environment; Educational Policy; Educational Quality; Educational Research; Elementary Secondary Education; Equal Opportunities (Jobs); Higher Education; Law Students; Legal Education (Professions); Medical Education; Minority Groups; Outcomes of Education; Politics of Education; Public Schools; Racial Differences; *School Desegregation; Student Development; Teacher Attitudes; Wages
IDENTIFIERS- Jefferson County Public Schools KY; Macalester College MN

This collection of papers explores research on how increasing minority enrollment changes and enriches the educational process. The papers are: (1) "Student Diversity and Higher Learning" (Neil L. Rudenstine); (2) "A Policy Framework for Reconceptualizing the Legal Debate Concerning Affirmative Action in Higher Education" (Scott R. Palmer); (3) "Diversity and Affirmative Action: Evolving Principles and Continuing Legal Battles" (Scott R. Palmer); (4) "Maximizing the Benefits of Student Diversity: Lessons from School Desegregation Research" (Janet Ward Schofield); (5) "Is Diversity a Compelling Educational Interest? Evidence from Louisville" (Michal Kurlaender and John T. Yun); (6) "Diversity and Legal Education: Student Experiences in Leading Law Schools" (Gary Orfield and Dean Whitla); (7) "The Positive Educational Effects of Racial Diversity on Campus" (Mitchell J. Chang); (8) "Linking Diversity and Educational Purpose: How Diversity Affects the Classroom Environment and Student Development" (Sylvia Hurtado); (9) "The Impact of Affirmative Action on Medical Education and the Nation's Health" (Timothy Ready); (10) "Racial Differences in the Effects of College Quality and Student Body Diversity on Wages" (Kermit Daniel, Dan A. Black, and Jeffrey Smith); (11) "Increasing Diversity Benefits: How Campus Climate and Teaching Methods Affect Student Outcomes" (Jeffrey F. Milem); (12) "Faculty Experience with Diversity: A Case Study of Macalester College" (Roxane Harvey Gudeman); and (13) "Reflections on Affirmative Action: Its Origins, Virtues, Enemies, Champions, and Prospects" (Paul M. Gaston). (Contains 49 endnotes and an author and subject index.)

ED 456 191 UD 034 366

available in institutions of higher education. These approaches range from Shaughnessy's student-centered approach to the more conventional "skills-and-drills" approach and the remedial education offered in the welfare-to-work programs. The author finds that most educators who have made the transition form didactic to constructivist teaching have done so on their own, and thus the teaching methods seem random and idiosyncratic. The author recommends an eclectic approach to the evaluation of remedial education, which includes six parts: (1) investigation of the drop-out rates in remedial education; (2) outcome measures that include more than test scores of basic skills; (3) use of comparison or control groups in order to better evaluate the impact of completion; (4) understanding of the program being evaluated; (5) comparisons of different approaches to teaching; and (6) better understanding of the "assignment" problem. The author concludes that a program of evaluation and improvement is central to improving the performances of developmental and remedial students. (NB)

ED 455 866   JC 010 541

Walker, Sherry Freeland, Ed.
Public Policy and Community Colleges... Challenges Yet Unmet.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 98
NOTE- 22p.; Published three times per year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; Educational Administration; *Educational Legislation; *Educational Policy; Institutional Mission; *Public Policy; State School District Relationship; Two Year Colleges

This issue of State Education Leader titled "Public Policy and Community Colleges" focuses on issues of importance to community colleges. The highlighted articles in this issue discuss current legislation and reform that has impacted community colleges. In "Challenges Yet Unmet," Katherine Boswell discusses how state policy leaders look to community colleges to solve pressing policy challenges. In "Connecting the Poor to Jobs," David Jenkins and Joan Fitzgerald outline policy options that state policy makers can use to encourage community colleges connect their students with future jobs. Sarah Rubin and George Autry in "Rural Community Colleges: Catalysts for Economic Renewal" discuss how rural community colleges merit attention from policy makers, and in "Welfare Reform: Opportunity or Obstacle?" Michael Allen discusses the impact of welfare reform on the community college. Other articles include: (1) "Enhancing Faculty Productivity: A State Prospective" by James Palmer; (2) "Technology Planning: State and System Issues" by James R. Mingle and Sandra S. Ruppert; (3) "Fostering Student Retention and Success" by James Palmer; (4) "Shared Governance in Community Colleges" by Richard L. Alfred; and (5) "Improving Policy To Increase Transfer" by Tronie Rifkin. (LD)

ED 455 867   JC 010 542

Mery, Pamela M.
Students Leaving before Census. Survey Series, Spring 2000.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

institutional effectiveness in the performance of graduates in the work place. The answers to the study questions provide a basis for educational improvement. A survey was mailed to employers who register to recruit from DCCCD campuses. The survey intended to find out what kinds of businesses were hiring former DCCCD students, if these businesses were satisfied with the performance of former DCCCD students, and if a community college degree/certificate increased advancement opportunities. This 2001 survey was sent out to employers twice. The first mailing, sent to 643 employers, received an adjusted response rate of 12%, which was deemed unacceptable. The second mailing, sent to 483 employers and the results of which were used for this study, received an adjusted response rate of 18%. Findings included: (1) 78% of the employers felt that a degree/certificate does increase the employee's chances for advancement; (2) most employers (n=30) were of the "other" category, which was often automotive and service-related, followed by retailing (n=12) and veterinary services (n=10); and (3) 94% believed that DCCCD students were well prepared for the workforce. The survey is appended. (NB)

ED 455 887   JC 010 567

Factbook, 1998.
PUB DATE- 98
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Curriculum; *College Faculty; Community Colleges; *Educational Finance; *Enrollment; Enrollment Projections; Enrollment Trends; Full Time Students; Higher Education; *Institutional Characteristics; Part Time Students; *Student Characteristics
IDENTIFIERS- *University of Alaska Anchorage

The availability of timely, reliable, and valid measures of the work performed by the administration at the University of Alaska Anchorage (UAA) enables the university to manage its enrollment and preserve the quality of academic programs and support services. The information in this fact book constitutes the empirical foundation of the university's self-study. Highlights for the six campuses, including Price William Sound Community College, for fall 1997 include: (1) student headcount was 20,936, with the average class size being 17; (2) there were 3,475 females and 2,448 males attending in the system full time; (3) 14,022 students were white, 860 Alaskan Native, 781 African American, and 690 Asian; (4) the largest age group was 20-24, with 3,842 students; smallest was 60 and over, with 335; (5) 600 graduate students were enrolled; (6) 24% were enrolled for a four-year degree, 18% for a two-year degree; (7) there were 1,592 full-time faculty and 1,313 adjunct faculty members teaching courses; and (8) revenues total for fiscal year ending June 30, 1997 were $100,500,282 while expenditures were $101,936,339. Five-year trends are provided for all categories. (NB)

ED 455 888   JC 010 568

Academic Development Plan, 1996-2002.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Foundation, New York, NY.
PUB DATE- 97
NOTE- 61p.; Report based on Federal Conference on Strengthening the Role of Fathers in Families (Bethesda, Maryland, May 3, 1996). Conference co-hosted by the National Performance Review. Policy Studies Associates compiled the report.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caseworker Approach; Children; Employed Parents; Family (Sociological Unit); Family Work Relationship; *Fathers; Federal Programs; Government Role; *Parent Child Relationship; Parent Responsibility; *Parent Role; Program Descriptions; *Public Policy; Research Needs; Violence; Workshops
IDENTIFIERS- Barriers to Participation; Family Support

As part of the Clinton Administration's initiative to bring fathers back to the center of American life, a conference was convened in May 1996 at which federal staff members, practitioners, and researchers shared successful practices, identified challenges, discussed current research, and recommended future actions. This report summarizes the themes, issues, and next steps that emerged from participants' discussions. The report is presented in six parts. Part 1 describes the federal fatherhood initiative of the Clinton Administration. Part 2 details the organization of the federal conference. Part 3 identifies key themes and issues emerging at the conference, highlighting the efforts of agencies and practitioners to strengthen the role of fathers by moving policy and practice in new directions to meet fathers' needs, building capacity for new strategies, and removing obstacles to fathers' successful involvement with their children. Part 4 provides an extensive summary of the federal agency resources and activities relevant to the conference topic. Part 5 presents a synopsis of each of the 14 workshop sessions: (1) working with practitioners; (2) supporting new parents; (3) improving federal research on fathers; (4) fathers and employment strategies; (5) fathers' roles in children's learning; (6) working with nonresidential fathers; (7) work and family programs; (8) preparing adolescent males for fatherhood; (9) why fathers matter to children; (10) reunion and reintegration support; (11) working with foundations; (12) telecommuting; (13) youth violence; and (14) fathers in early child care. Part 6 summarizes conference participants' suggestions for future actions. Six appendices include the conference agenda and the President's Memorandum asking federal agencies to find ways to strengthen fathers' roles in families. (KB)

ED 455 908   PS 029 608

Zuberi, Tukufu
African American Men, Inequality and Family Structure: A Research Note.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Birth Rate; *Black Family; Disadvantaged; *Economic

PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Elementary Secondary Education; Family School Relationship; *Home Schooling; National Surveys; Parent Attitudes; Parent Background; *Parents as Teachers; Statistical Surveys; Tables (Data)
IDENTIFIERS- National Household Education Survey; United States

The National Household Education Surveys Program (NHES), 1999, is a telephone survey data collection program conducted by the National Center for Education Statistics (NCES). Based on NCES data, this report provides an estimate of the number of home-schooled students in the United States, characteristics of home-schooled children and their families, parents' reasons for home-schooling, and public school support for home-schoolers. The findings are based on surveys conducted with parents/guardians of children ages 5 to 17 with a grade equivalent of kindergarten to grade 12. For the analyses reported in this document, data were obtained from 275 home-schooled students and 16,833 nonhome-schooled students. Among the major findings of this Parent-NHES are that an estimated 850,000 students nationwide were being schooled at home, 1.7 percent of U.S. students. A greater percentage of home-schoolers compared to nonhome-schoolers were white, non-Hispanic (75 percent compared to 65 percent). The household income of home-schoolers in 1999 was no different from that of nonhome-schoolers. Parents of home-schoolers had higher levels of educational attainment than parents of nonhome-schoolers. Parents gave a wide variety of reasons for home-schooling their children, including being able to give their child a better education at home, religious reasons, and a poor learning environment in school. Twenty-eight percent of home-schoolers' parents reported that public schools/districts offered them extracurricular activities, 21 percent reported receiving curriculum support, and 23 percent reported receiving books and materials. The report concludes with future research plans and information on the study's methodology and technical notes. (Contains 19 references.) (KB)

ED 455 927 PS 029 671

Mitchell, Linda
Bulk Funding of New Zealand's Early Childhood Services: An Analysis of the Impact.
PUB DATE- 01
NOTE- 26p.; Funded by the New Zealand Educational Institute Te Riu Roa.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Block Grants; *Day Care; Day Care Centers; *Early Childhood Education; *Educational Finance; *Educational Quality; Enrollment; *Financial Support; Foreign Countries; Program Evaluation; Public Policy
IDENTIFIERS- Day Care Quality; New Zealand

This report describes the history, features, and basis of bulk funding in New Zealand's early childhood services. The report likens bulk funding to a "quasi voucher" system and reviews research studies and evidence of the impact of bulk funding on kindergartens and childcare centers. The review shows that limited funding has pressured kindergarten associations to make choices to increase group sizes, maximize roll numbers, and in weight infants through parental education and support and enriched educational day care and health services for children. Participating in the longitudinal study were 985 low birth weight infants assessed from birth to age 3, with follow-up assessment conducted at ages 5 and 8. Among the major findings of the study are that the intervention made a bigger difference on IQ scores for children from lower quality home environments than for children from higher quality home environments when children were age 3, but not when they were 5 or 8 years old. The impact of the intervention on children's measured intelligence did not persist beyond age 3, regardless of the quality of the home environment. There was no evidence of a treatment effect on children's behavior problem scores at any assessment. Nor did the quality of the home environment interact with the treatment group status to affect the number of behavior problems reported by mothers. (KB)

ED 455 947   PS 029 709

Early Childhood Teacher Prep. NCEDL Spotlights, No. 28.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Excerpted from the presentation, "Are Early Childhood Teachers Prepared To Serve All Children: Needs and Challenges of Early Childhood Teacher Education Programs" by Diane Early, Pamela Winton, and Carol Day.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Colleges; Black Teachers; *College Faculty; Colleges; Comparative Analysis; *Diversity (Faculty); *Early Childhood Education; Educational Policy; *Higher Education; *Teacher Education Programs; Teacher Educators; Two Year Colleges; Universities
IDENTIFIERS- African Americans

This report summarizes findings from a survey of chairs/directors of early childhood teacher preparation programs at two- and four-year institutes of higher education regarding diversity. The focus of the survey was how teacher preparation institutions are dealing with issues of diversity in their faculty, highlighting comparisons between historically black colleges and universities (HBCUs) and non-HBCUs as well as comparisons between two- and four-year institutions. Some of the key findings follow. There was a significantly higher percentage of African American faculty members at four-year schools than at two-year schools. There were more American Indian, Asian, and Hispanic part-time faculty members at two-year schools than at four-year schools. Four-year schools rated difficulty attracting and retaining ethnically and racially diverse faculty as a significantly greater challenge than did two-year schools. A greater percentage of HBCUs offered early childhood programs than did non-HBCUs. HBCUs were more likely than non-HBCUs to require a practicum in infant-toddler care and education, family childcare, home visitation, and program administration. The HBCUs were more likely than non-HBCUs to prepare students for working with children from diverse backgrounds and non-English speakers. Early childhood faculty members in all programs served larger numbers of students compared to faculty in other departments on their campuses and had a lower percentage of full-time (versus part-time) faculty in their departments. Key content areas of both types of programs are highlighted. The report concludes with a discussion of implications for policy and diversity issues. (KB) to creating early learning opportunities for all children in many important ways. This guide is intended to help early childhood leaders work effectively with business partners. The guide offers 10 tips drawn from research and interviews with business leaders on how to create and sustain early childhood partnerships. Each tip includes advice, quotations or short examples, and numerous drawings that illustrate basic do's and don'ts of working with business. Also included in the guide is a quiz providing an opportunity to identify what went wrong in each missed opportunity scenario, with suggestions for alternative actions. The 10 tips are: (1) make the right business case; (2) have clear vision, goals, and strategies; (3) know what to ask for; (4) understand business culture and avoid jargon; (5) find the right champions; (6) get business peers to help recruit others; (7) measure and report on results; (8) keep in touch and keep it brief; (9) encourage businesses to draw from multiple resources; and (10) publicly recognize business contributions. Two appendices discuss ways business can help early childhood education and list additional resources. (KB)

ED 455 968 PS 029 741

Conti, Michael
How Parents Explain Academic Failure.
PUB DATE- 01
NOTE- 87p.; Dissertation in partial fulfillment of the
  Requirements for the Degree of Bachelor in Education,
  University of Malta.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; *Academic Failure;
  *Attribution Theory; Educational Practices; Elementary
  Secondary Education; *Failure; Foreign Countries; *Parent
  Attitudes; *Parents; Self Esteem; Theories
IDENTIFIERS- Malta

This study examined the factors to which parents attribute their children's academic failure. Participating in the research were 13 parents, all living in Malta. About half of the parents' 41 children (ranging in age from 6 to 17 years) had experienced failure in school examinations. Almost all the parents were from a low socioeconomic background. The study drew on Weiner's attribution theory and Bourdieu's cultural capital theory--with its concepts of symbolic violence, cultural capital, habitus, and social and cultural reproduction--to explain why parents attributed failure to such factors. Based on grounded theory, the study used semi-structured, focused interviews to collect data. Findings indicated that parents' internal attributions consisted of: (1) pupil actions such as untidy handwriting and truancy; and (2) internal characteristics, mostly demotivation, lack of ability, the child's character, and a low self-esteem. External attributions were comprised of: (1) the parents themselves, including unfavorable home conditions and parental attitudes of lack of encouragement; (2) the teachers, including their personal problems, their attitudes of lack of acceptance, lack of care, and lack of encouragement, and their actions toward pupils and parents, such as hitting and insulting pupils and lack of parent-teacher collaboration; (3) the educational system, both at a school level through the quest for prestige, lack of discipline, and the headteacher's lack of acceptance, and on the national level through examinations, streaming, increase in syllabus content, pupil-to-teacher ratio, and the lack of help by the Department of Education; and (4) other rurality, and address issues specific to the rural context. Rural schools have contributed to the depletion of rural communities by focusing on individual mobility and prosperity rather than the public good. As schools have become more centralized, they have neglected their role in the life of their communities. Rural school districts usually cannot generate sufficient local resources to supplement adequately the state school finance programs the way more affluent localities can. Whether academic standards should be set by local, state, or federal entities is an issue of increasing concern. Safety and low-income student performance are enhanced in small schools, yet many rural school buildings need upgrading and access to telecommunications infrastructure. Most poor rural people are White, but rural minorities are significantly more impoverished as a percentage of the population. Changing demographics have made multicultural education issues hot topics in many rural communities. There is a shortage of rural teachers, especially in math, science, and special education, and a need for rural school leaders who can build trust in the community and incorporate community strengths into the curriculum. With regard to research, definitional inconsistencies and lack of adequate research severely limit policymakers' ability to know the effect of programs on rural schools or whether rural interests are being equitably addressed. (Contains 36 references.) (TD)

ED 455 988   RC 023 101

Casas, J. Manuel; Wood, Michelle; Alvarez, Maria J.; Furlong, Michael J.; Warholic, Sylvia; Walton, Rob
Do We Serve Equitably? Services Associated with Clinical Outcomes of Hispanic and Non-Hispanic White Youths with Emotional and/or Behavioral Disturbances in a System of Care. JSRI Occasional Paper No. 55.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Behavior Disorders; *Delivery Systems; Emotional Disturbances; Ethnic Bias; *Hispanic Americans; *Mental Health Programs; Referral; *Whites; *Youth Problems
IDENTIFIERS- California (Santa Barbara County)

The comparability of risk factors, clinical outcomes, and services were examined for Hispanic and non-Hispanic white youths participating in a managed system of care for youths experiencing emotional or behavioral disturbances for at least 6 months. Intra- and inter-group differences were documented for two outcome groups: 34 improvers, whose behavioral indices were within the clinical range at intake and then improved; and 10 deprovers, whose behavioral indices were below clinical range at intake and then deteriorated. The results do not lend themselves to any definitive conclusions, but do suggest that managed system-of-care services may be effective for certain youths. Examination of the youth groups by ethnicity revealed that most Hispanic youths were referred via the probation department, while non-Hispanic whites were referred via mental health, raising the question of bias in agency referrals. Because ethnicity is a significant factor in behavioral and emotional problems and the willingness to seek services, it is

OIEP, and representatives of national and tribal organizations concerned with Indian education. Additional materials include details of educational facilities needs, estimated construction costs, and photographs of facilities on the Tohono O'odham Nation. (SV)

ED 456 006   RC 023 131

Molbech, Anette, Ed.
The Indigenous World, 2000/2001 = El mundo indigena, 2000/2001.
SPONS. AGENCY- Royal Danish Ministry of Foreign Affairs, Copenhagen.; Norwegian Agency for Development Cooperation, Oslo.
PUB DATE- 01
NOTE- 925p.; Photographs and maps may not reproduce adequately. For 1999-2000 edition, see ED 447 982.
LANGUAGE- English; Spanish
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; American Indians; *Civil Liberties; Conservation (Environment); *Cultural Maintenance; Elementary Secondary Education; Ethnic Discrimination; Foreign Countries; *Indigenous Populations; *Land Use; Language Maintenance; Language Minorities; Politics; *Self Determination
IDENTIFIERS- *Land Rights; Oppression; United Nations

This annual publication (published separately in English and Spanish) examines political, social, environmental, and educational issues concerning indigenous peoples around the world in 2000-01. Part 1 describes current situations and events in 11 world regions: the Arctic; North America; Mexico and Central America; South America; Australia and the Pacific; north, east, central, and southern Africa; south Asia; and east and southeast Asia. In general, indigenous peoples worldwide were dealing with issues related to land rights, self-determination, relations between central government and indigenous communities, outright oppression and violence, environmental degradation and destruction by economic development projects, communal rights, women's rights, access to appropriate education and to health care, and preservation of indigenous cultures and languages. Articles of educational interest on the Arctic and the Americas discuss the shortage of Greenlandic-speaking college graduates in Greenland and related issues of language use; support for Saami language use in Sweden and Finland; shortages of schools and teachers in indigenous areas of arctic Russia; implementation of Inuit traditional knowledge and the Inuktitut language in all government functions in Nunavut; efforts of the Innu Nation in Labrador to gain control of education; poor condition of educational facilities on U.S. American Indian reservations; little progress on Mayan demands for culturally relevant education in Guatemala; controversy over scientific research on indigenous lands in Venezuela; and Mapuche student protests in Chile. Other education-related articles discuss efforts to preserve Amazigh culture and language in Morocco, Algeria, and Libya; implementation of education programs for San children in Namibia; native language instruction in Botswana villages; demands for equal language rights in Nepal; need to establish a new education system and language policy in East Timor; and educational policies for ethnic minorities in Cambodia and Vietnam. Part 2 reports on United Nations work on indigenous rights and the proposed integration of nonindependent countries in U.N. activities. (SV)

ED 456 007   RC 023 132

Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1999. Detailed Statistical Tables.
PUB DATE- 01
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - General (130)
DESCRIPTORS- *Engineering Education; Federal Legislation; Higher Education; Nonprofit Organizations; *Science Education; *Statistical Data

This document presents statistical data of direct federal science and engineering support to higher education institutions in the United States. Data presented in the report are collected annually and exclude financial support of an indirect nature. There are six categories of support presented: (1) "Research and Development"; (2) "Research and Development Plant"; (3) "Facilities and Equipment for Instruction in Science and Engineering"; (4) "Fellowships, Traineeships, and Training Grants"; (5) "General Support for Science and Engineering"; and (6) "Other Science and Engineering Activities." The Table of Contents includes technical notes on the scope of the survey, categories of support, and types of institutions as well as detailed statistical tables on federal science and engineering obligations. (YDS)

ED 456 024 SE 064 955

Lewin, Keith M.
Linking Science Education to Labour Markets: Issues and Strategies. Secondary Education Series.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Economic Factors; *Educational Change; Foreign Countries; *Labor Market; *Science Education; Secondary Education
IDENTIFIERS- Economic Growth

During the last 35 years, due to the globalization of the world economy and developing technologies, a considerable change has occurred in secondary education. This publication explores the extent to which the development of science education should be linked to labor markets in developing countries. Sections include: (1) "Science Education, Labor Markets and Economic Growth"; (2) "Arguments for Links of SET science education and training to Labor Markets"; (3) "Arguments against Links with Labor Markets"; (4) "A Labor Market Metaphor for Science Education"; (5) "Strategies for Linking Science Education to Labor Markets"; and (6) "Concluding Remarks." (Contains 16 references.) (YDS)

ED 456 025 SE 064 956

Ware, Sylvia A., Ed.
Science and Environment Education Views from Developing Countries. Secondary Education Series.
PUB DATE- 99
NOTE- 260p.
LANGUAGE- English; French; Spanish
EDRS Price- MF01/PC11 Plus Postage.

Weinberg, Suzanne Levin
Is There a Connection between Fractions and Division? Students' Inconsistent Responses.
PUB DATE- 01
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Division; *Fractions; Mathematics Education; Middle Schools; *Number Concepts; *Thinking Skills

Fractions and division are two topics that receive considerable attention in elementary school mathematics, particularly in grade three and beyond. Despite this attention, fraction and division concepts and skills prove difficult for many middle school students to learn and for teachers to teach. This paper reports on part of a larger study involving 387 middle school students with regard to their performance on an assessment focusing specifically on concepts and skills relating to division and fractions. The study sought to determine how middle school students conceptualize fractions and division. The study also examined to what extent middle school students can recognize, identify, and apply the concepts and skills that stem from the mathematical definition of a fraction found in James and James' Mathematics Dictionary. It concludes that in order to help students and teachers and to refocus mathematics education research and textbook presentations of fractions and division, there must be a new conceptualization that includes fractions and division and the connections between them. Evaluation instrument is appended. (Contains 23 references.) (ASK)

ED 456 046   SE 065 161

Halversen, Catherine; Beals, Kevin; Strang, Craig
Ocean Currents: Marine Science Activities for Grades 5-8. Teacher's Guide.
PUB DATE- 01
NOTE- 174p.; Grant provided by the Employees Community Fund of Boeing California and the Boeing Corporation (originally McDonnell-Douglas Foundation and Employees Community Fund).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Science; Environmental Influences; Middle Schools; Oceanography; *Science Activities; *Science Instruction; *Scientific Concepts; Teaching Methods; Water Pollution

This teacher's guide attempts to answer questions such as: What causes ocean currents? What impact do they have on Earth's environment? and How have they influenced human history? Seven innovative activities are provided in which students can gain fascinating insights into the earth as the ocean planet. Activities focus on how wind, temperature, salinity, and density set water into motion. An "in-depth" investigation of the key physical science concept of density in which students model how pollution dumped in one location can spread throughout the ocean is also included. Learning is placed in a

History and Geography Conference (Austin, TX, February 11-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Controversial Issues (Course Content); *Ethics; Public Schools; *Religion; *Religion Studies; Secondary Education; Social Studies; *Teacher Role; Values Education
IDENTIFIERS- Bill of Rights; *First Amendment; *Religious History; United States Constitution

Teachers have a professional/ethical obligation to teach their subject in as balanced a way as possible so that students will not come away with a biased slant that, in their eyes, has been validated by the school system. The teaching of social studies, especially history, would be impoverished if matters of religious beliefs and influences were omitted by a faulty understanding of the First Amendment. In secondary schools, teaching about religion will require the most work, and have the greatest impact, in the social studies curriculum. This paper warns teachers against gross generalizations of religions and the joining of religion to values groups. The teacher should engage in sufficient study to get comfortable with any religious tradition or belief, whether or not he/she agrees with it. Some ways to integrate teaching about religion into courses are to: take advantage of continuing education courses to learn more about the world's religions; encourage school districts to offer inservice education for all teachers faced with the responsibility of teaching about religion; select a textbook that appropriately addresses the religious influences into the history/culture being studied; and develop a written-out procedure for dealing with complaints. (BT)

ED 456 069 SO 032 453

Basic Education and Policy Support Activity: Tools and Publications.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Center for Human Capacity Development.
PUB DATE- 00
NOTE- 26p.; Other partners in the project are CARE (Cooperative for Assistance and Relief Everywhere), George Washington University, and Groundwork.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Education; *Adult Literacy; *Developing Nations; *Educational Change; Gender Issues; *Nonformal Education; *Public Education; Student Needs
IDENTIFIERS- Agency for International Development; *Basic Education

The Basic Education and Policy Support (BEPS) Activity is a United States Agency for International Development (USAID)-sponsored, multi-year initiative designed to further improve the quality of, effectiveness of, and access to formal and nonformal basic education. This catalog is one element of the BEPS information dissemination process. The catalog includes products and tools now available through BEPS that were developed under USAID's Advancing Basic Education and Literacy (ABEL 2) Project and are now available either through Creative Associates International, Inc., (CAII) and/or USAID's Center for Development Information and Evaluation (CDIE)/Development important: the theory of growth and development. This paper revisits Kolb's model, including the aspects related to growth and development. The model's relevance is explored in light of recent research in both brain learning and how to foster deep learning, along with applications of the model for judicial educators. The paper contends that judicial education can be greatly enriched through the introduction of methodology both in and outside the classroom that integrates principles of participant-centered deep learning. (Contains 26 notes.) (BT)

ED 456 090   SO 032 949

Larson, Thomas Donald
A Comparison of Fifth Grade Children Receiving Both a Traditional and a Technology Based Means of Instruction in Social Studies.
PUB DATE- 01
NOTE- 39p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; Classroom Research; *Classroom Techniques; Comparative Analysis; *Conventional Instruction; Grade 5; *Instructional Effectiveness; Intermediate Grades; *Social Studies
IDENTIFIERS- Microsoft PowerPoint; T Test; *Technology Based Instruction

With advances being made in the area of technology and increased emphasis being placed on use of technology in the classroom, teachers and administrators are questioning the effectiveness of technology driven teaching aids. The present issue revolves around whether students' academic performance can be enhanced by using and incorporating technology into the lesson planning and implementation. During a 4-week span, the researcher taught lessons on the Silver-Burdett and Ginn fifth grade social studies curriculum. Two types of lessons were given to two fifth grade classes (n=24 in each class). For two weeks one class was taught using PowerPoint presentations and historical documentaries based on the social studies curriculum, while the other class was taught with traditional methods (lectures, textbooks, and worksheets). The content of the lessons was exactly the same except for the presentation. At the end of two weeks, classes were tested with multiple choice and essay questions. The next two weeks, teaching methods were reversed. Following this 2-week span another test was given. The statistical comparison used to analyze the differences in test scores was a paired sample t-test with scores ranging from 1 to 35. Data revealed no difference at the .05 level of significance. There was no significant difference in test scores between students who were taught using technology based instruction and students who were taught using traditional methods. (Contains a 28-item bibliography. Letters and a form for parents are appended.) (Author/BT)

ED 456 091   SO 032 950

Roberts, Laura Anne
A Study of Third Graders' Attitudes toward People from Other Countries.
PUB DATE- 01
NOTE- 47p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

enhanced professional dialogue. Japanese teachers view professional development and enhancement of their teaching skills as a lifelong pursuit. They know that experience, self-study, critiques of their teaching by their colleagues, and self-reflection are important parts of this process. Rather than one-time workshops on the latest educational topics, they are engaged in a long-term process of self-reflection and development. The paper proposes a new model of improving teacher competence that consists of four interrelated teacher improvement efforts: teachers on their own (self-improvement, self-renewal, self-directed learning, self-evaluation, and self-actualization); teacher collaboration; teacher-student relationships; and teacher-parent cooperation. (Contains 42 references.) (SM)

ED 456 110   SP 040 193

Webre, Elizabeth C.
Instructor and Student Reflection on Portfolio Use in the Reading Practicum.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Higher Education; Performance Based Assessment; *Portfolio Assessment; Practicums; Preservice Teacher Education; Reading Instruction; Self Evaluation (Individuals); Student Teacher Attitudes
IDENTIFIERS- Organizational Skills; Reflective Thinking

Elementary education majors at the University of Louisiana at Lafayette are required to use performance portfolios, which document their experiences in the field, provide opportunities for improved performance-based assessment by the instructor/field experience supervisors, and promote self-evaluation and self-reflection. At the end of the spring 2000 semester, 19 preservice teachers responded to a questionnaire that investigated the benefits they associated with portfolios, how the portfolios might be useful to them in the future, and their attitudes toward portfolio assessment. Results indicated that the experience promoted their self-reflection and self-evaluation and supported preservice teachers' development of organizational skills necessary for effective teaching. Respondents believed that the portfolios would be useful to them in future teaching, particularly when preparing lessons and selecting instructional activities. Most of the preservice teachers were positive about using portfolio assessment. They valued it as an appropriate vehicle for assessment because it shows progress over time, shows improvement in specific areas, enables them to evaluate their own work, showcases all work, guides them in organizing evidence of performance, serves as a repository for teaching ideas for future use, can be a pleasurable and creative experience, and can be used in elementary classrooms. (SM)

ED 456 111   SP 040 194

Husu, Jukka; Tirri, Kirsi
Constructing Moral Reference Points in Teachers' Practical Reflection: The Case of Smoking.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the European Association for Research on Learning and Instruction (9th, Fribourg, Switzerland, August 28-September 1, 2001).

Educational Research Association (Seattle, WA, April 10-14, 2001). Research supported by Andrew W. Mellon, National Science, Russell Sage, and Spencer Foundations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; High School Students; High Schools; *Immigrants; Junior High School Students; Junior High Schools; *Mathematics Achievement; *Prediction; Regression (Statistics); *Science Achievement; *Student Adjustment

This study focused on potential overall differences in predicting mathematics and reading achievement among various immigrant groups. The dataset for the study, the sample from the Second Generation Project in Miami, Florida, and San Diego, California, was composed of 5,267 second-generation immigrants in grades 8 and 9. The results from two different regression analyses suggest some differences among the psycho-cultural and ethno-cultural group predictors for reading and mathematics that are of both statistical and practical significance. Although there were some similarities, the predictors of reading achievement tended to be more affective in general when compared to those for mathematics achievement. With respect to ethno-cultural group differences, the results suggest that group differences are also significant and follow a similar pattern for both content areas. However, more importantly, these differences are dependent, to a large extent, on both psycho-cultural and demographic variables. (Contains 3 tables and 44 references.) (Author/SLD)

ED 456 132 TM 033 189

Miller-Whitehead, Marie
Efficacy, Outcomes, and Empowerment Evaluation of a School District NET Project. Research Brief.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Curriculum; Health Education; *High School Students; High Schools; Knowledge Level; Nutrition; *Nutrition Instruction; *Program Effectiveness; Program Evaluation; Student Attitudes; *Student Empowerment

This study addressed the efficacy and outcomes of a U.S. Department of Agriculture Nutrition Education Training (NET) project designed to increase awareness of health risk and wellness factors for grade 9 high school students. The study also considered the empowerment fostered by the program and measured changes in the health and nutrition attitudes and health behaviors of students from grade 8 to grade 9. The curriculum was designed to supplement, not supplant, education on nutrition and health in the schools, using information based on the Dietary Guidelines for America. The NET project took place in 5 high schools in a Tennessee county school system of approximately 17,000 students. A student cohort was randomly sampled on three occasions, Spring of grade 8 (n=131), Fall of grade 9 (n=125), and Spring of grade 9 (n=100), after the NET curriculum. Data indicated that the NET project produced overall positive results for the two measurable nutrition goals and objectives and for the team and community involvement goals. Female students reported an increase in health and nutrition risk habits during the duration of the project, and

This study was conducted to measure the development of critical thinking in college students through the creation of instruments to measure critical thinking skills. A Critical Thinking Assessment (CTA) was developed based on other such instruments and the literature. This instrument was tested in a pilot study involving 750 incoming university freshmen and a subsequent study of the revised instrument involving 730 sophomores. The CTA was designed to measure four skill areas: analysis, evaluation, inference, and interpretation. An instrument to measure student dispositions, a shortened version of the measure of actively open-minded thinking (AOT) of K. Stanovich and R. West (1997), was administered to the same students. The Ways We Think (WWT) metacognition evaluation was administered to 196 sophomores in February 2001. A Writing Rubric (CTWRITE) is also under development. In spite of the limitations of sample size and the possibility that the sample may not generalize beyond James Madison University, the data indicate that the CTA, the AOT, and the WWT measures demonstrate adequate reliability for making group-level inferences. The psychometric properties of these instruments are equal to, if not better, than other instruments measuring similar domains. (Contains 31 references, 4 figures, and 6 tables.) (SLD)

ED 456 152 TM 033 215

Wilensky, Uri
Emergent Entities and Emergent Processes: Constructing Emergence through Multi-Agent Programming.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; National Academy of Education, Washington, DC.; National Science Foundation, Washington, DC.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Junior High School Students; Junior High Schools; Learning; *Programming Languages; Science Instruction; *Skill Development
IDENTIFIERS- *Emergent Meaning; LOGO Programming Language

The use of programming language was studied in an eighth grade science classroom. The goal of the EMERGE curriculum is to enable students to understand the global patterns that they observe. EMERGE was used in an eighth-grade classroom of 12 students, with a range of abilities (3 had learning disabilities), in 21 sessions over 3 months. For the project, the teacher and project staff developed a unit using StarLogo/T and NetLogo as representational tools to focus on the ideas of complexity, parallel processes, and emergent phenomena. Several vignettes are presented to illustrate the implementation of the EMERGE curriculum and the students' use of the programming language. The study findings show that all the students were able to progress in a relatively short time from building simple multi-agent models to more sophisticated models that engaged the class in extended inquiry activities. Their sophistication in describing emergent phenomena, levels of organization and description, randomness and variability, and traditional population dynamics showed marked gains. It appears that learning the programming language together with the subject matter was easier than learning either alone. (Contains

NOTE- 42p.; Also supported by the Summit and Turner Foundations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Community Involvement; Contraception; *Early Parenthood; Parent Influence; Peer Influence; *Pregnancy; Secondary Education; Sex Education; *Sexuality
IDENTIFIERS- Abstinence; Risk Reduction; *Risk Taking Behavior

This report offers findings and recommendations by the National Campaign To Prevent Teen Pregnancy. Nearly one million teens become pregnant annually. The teen birth rate increased 24 percent between 1986-91 and has fallen 20 percent since then. Overall, too many parents and adult leaders do not take a strong stand against teen pregnancy. Strident arguments over which strategy is better, sexual abstinence or contraceptive use, have led to a stalemate. Most adults and teens believe that teens should receive a strong message to abstain from sex until they are at least out of high school, though they also believe that sexually active teens should have access to contraception. Parents have an important influence on their teens' sexual decision making. Peer pressure and teens' perceptions of their peers' sexual behaviors also affect teens' behaviors. Community programs and the mass media can help reduce teen pregnancy. Multiple approaches to preventing teen pregnancy are needed to serve this country's diverse populations. Recommendations include increased commitment by policymakers to preventing teen pregnancy, more investment in research and dissemination by public and private funders, more parent engagement with adolescents, more teen involvement, mass media interventions, comprehensive school efforts, and community programs. (Contains 20 figures and 112 references.) (SM)

ED 456 173 UD 034 279

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers.
PUB DATE- 00
NOTE- 99p.; For "Standards for Educational and Psychological Testing," see ED 436 591. Primary drafters were David Berkowitz, Barbara Wolkowitz, Rebecca Fitch, and Rebecca Kopriva.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; Disabilities; Educational Policy; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *High Stakes Tests; Inclusive Schools; Limited English Speaking; Standardized Tests; *Student Evaluation; Test Bias; Test Reliability

This guide helps educators and policymakers in developing and implementing policies that involve the use of standardized tests as part of decision making that has high stakes consequences for students. The guide applies to standardized tests that are addressed in the "Standards for Educational and Psychological Testing" (Joint Standards, 1999). Chapter 1 provides information about the leading professionally recognized test measurement principles. Chapter 2 includes the legal frameworks that have guided federal courts and OCR when addressing the use of tests that have high stakes consequences

Orfield, Gary
Introduction to Diversity Challenged .
PUB DATE- 01
NOTE- 32p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p1-30. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *Civil Rights; College Admission; Court Litigation; Cultural Differences; *Diversity (Student); Federal Legislation; Higher Education; Minority Groups; Racial Differences; *Racial Discrimination
IDENTIFIERS- Bakke v Regents of University of California; Hopwood v Texas

This paper introduces a collection of papers that examines the impact of affirmative action on college admission and the importance of school desegregation. The book addresses whether or not the educational value of diversity is sufficiently compelling to justify the consideration of race when making college admission decisions. This introduction examines the roots of affirmative action in the civil rights movement and subsequent federal legislation. It also highlights the 1978 Bakke case, which limited affirmative action and opened up campuses to law suits by whites, and discusses the 1996 challenge to the Bakke case in Hopwood v. Texas. It presents the story of affirmative action and civil rights by summarizing each of the 13 papers, highlighting: reaction to Hopwood v. Texas; whether or not there are grounds to legitimately treat all members of a race as disadvantaged since few, if any, characteristics are reliably linked to race; economic and political differences between groups; and how differences may affect teaching and learning. The papers suggest that student diversity can and usually does produce a broader educational experience, both in traditional learning and in preparing for jobs, professions, and citizenship in a multiracial democracy. The evidence suggests that such benefits can be significantly increased by appropriate leadership and support on campus. (Contains 2 tables and 49 references.) (SM)

ED 456 192 UD 034 367

Rudenstine, Neil L.
Student Diversity and Higher Learning.
PUB DATE- 01
NOTE- 19p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. P31-48. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *Civil Rights Legislation; *College Admission; *Diversity (Student); Higher Education; Minority Groups; Racial Integration
IDENTIFIERS- Bakke v Regents of University of California; Harvard University MA

This chapter traces the evolution of the concept of diversity in higher education, noting the real but slow progress in achieving greater inclusion. It highlights Harvard University's experiences, demonstrating why the goal of diversity remains so important to the actual quality and breadth of education for

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Adult Dropouts; Adult Students; Attendance; *Dropout Characteristics; *Dropout Research; *Dropouts; Enrollment; Reentry Students; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *City College of San Francisco CA

This survey analyzes the characteristics of students who dropped all of their classes at City College of San Francisco (CCSF) before the college's census date. The survey finds that students who drop all of their classes are similar to students who remain enrolled, yet tend to be older, to hold a college-level degree, and to hold at least one full-time job. The major reasons given for dropping classes were: (1) work schedule conflict; (2) transferred; (3) temporary break from studies; (4) accepted a job; (5) home responsibilities; (6) courses not offered; (7) coursework took too much time; and (8) illness. Students were also asked to rate 40 college services, including food, job placement assistance, and building conditions. Students also rated instruction--including class scheduling, quality of instruction, content of classes, and class size. The majority of students expressed overall satisfaction with CCSF. Most (85%) would recommend the college to a friend, and more than 75% plan to attend in the future. Many negative written comments pertained to the conditions of buildings, classrooms, and classroom equipment. This document includes all survey questions and their mean scores. The respondents analyzed did not include first-time students, who tend to differ notably from the overall sample population. (Contains a sample survey and tables.) (NB)

ED 455 868 JC 010 543

Mery, Pamela M.
Survey Series: College Employees. Survey Series, Fall 2000.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; *Educational Resources; Financial Services; Information Services; *Institutional Role; Library Facilities; *Participant Satisfaction; School Surveys; *Services; Teacher Surveys; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

In 2000, the City College of San Francisco (CCSF) surveyed faculty, administration, and staff members regarding 64 campus services. All employees received the survey, and nearly 30% (849) responded. The services were rated on a scale of 1 to 4, 1 being 'poor' and 4 being 'excellent.' Results included: (1) library services received the highest mean rating, at 3.3, with telephone services/switchboard coming in second and the learning assistance center third; (2) the lowest ratings were given to general counseling services, facilities planning/construction, and building and grounds/repairs; and (3) on average, employees found college services to be good, with only five services averaging below average. Detailed results and mean scores are presented in tables and organized by several categories, including by survey order, by demographics of respondents, by mean ranking from high to low,

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Access to Education; Community Colleges; Economic Development; Educational Improvement; *Educational Planning; *Institutional Mission; *Organizational Objectives; Strategic Planning; Technological Advancement; Two Year Colleges
IDENTIFIERS- *University of Hawaii Maui Community College

The Maui Community College (MCC) (Hawaii) Academic Development Plan (ADP) plays a major role in guiding the institution's efforts to serve Maui County residents. The ADP is updated every two years. This ADP focuses on the years from 1996 to 2002. MCC's long-range goals are: (1) community based curricular and instructional excellence, comprehensiveness, and competitiveness; (2) higher education accessible to all Maui County residents; (3) effective partnerships with business, government, community groups, and other educational institutions; and (4) fiscal stability that ensures sustainable growth. The ADP identifies, outlines, and offers implementation plans for 12 priorities for the college: (1) quality curriculum and instruction in all programs; (2) professional development for faculty and staff; (3) educational center facilities for outreach sites; (4) fiscal stability; (5) student support services; (6) University of Hawaii Center on Maui; (7) partnerships with business, government, and community groups; (8) new instructional programs to meet community needs; (9) renovation, maintenance, and construction of college buildings; (10) administrative management; (11) articulation with Maui high schools and colleges in the University of Hawaii system; and (12) academic support services for all instructional programs. The ADP also includes budget projections. Appended are population and enrollment projections, a history of the college and county, MCC core values statement, and the ADP development narrative. (NB)

ED 455 889   JC 010 569

Spurling, Steven
The High School Report: Placement, Performance and Persistence of New SFUSD Graduates at CCSF.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Basic Skills; College Bound Students; Community Colleges; *High School Graduates; *Post High School Guidance; School Holding Power; *Student Placement; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This is the second report on the placement, performance, and persistence of new 16- to 19-year old high school graduates from the San Francisco Unified School District (SFUSD) and other new high school graduates enrolling at the City College of San Francisco (CCSF). The current report covers 1,532 students (out of more than 8,000 new students) who enrolled in the fall 1999 semester. It contains 10 tables that examine initial placement in English, English as a Second Language (ESL), and mathematics; student performance in fall 1999 and spring 2000; persistence/re-enrollment from fall to spring; and a comparison table of fall 1998 and fall 1999 SFUSD student cohorts. There are three placement categories: (1) the "basic skills" level strongly suggests that the student needs substantial remediation before applying for college level

Factors; Ethnic Groups; *Family Financial Resources; *Family
Structure; *Fathers; Marital Status; Parent Role; Public
Policy; Racial Discrimination; *Racial Factors; Research Needs
IDENTIFIERS- *African Americans; Stratification

Research into the social history of African American men in deteriorating socioeconomic conditions has enhanced the understanding of the family. This research helps to understand the different experiences of diverse groups within the society and different group reactions to social change. Yet, social scientists and policymakers have shown a remarkable lack of vision when it comes to anticipating the future impact of urban life on African American family structure. Signs of this future, such as single-parent households, have been attributed to moral decline associated with the stresses that accompany city life and the changing labor and market conditions. A dramatic transformation in conjugal patterns and the family context of births has taken place among African Americans during the past half century. It is argued that the role of African American men in the family must be placed in a broader context. In the past, researchers have attributed African American family deterioration to the problem of male employment and welfare. The available evidence justifies renewed attention to the connection between family disintegration and inequality. African American men appear to have less ability to pull their children out of the lower ebbs of the economy. More research needs to focus on how the lack of resources among African American families has affected family relationships across the income spectrum. (Contains 37 references.) (Author/KB)

ED 455 909 PS 029 609

Day, Randal D.
Social Fatherhood: Conceptualizations, Compelling Research, and Future Directions.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Rearing; Context Effect; Cultural Influences;
Family Relationship; *Fathers; Gender Issues; Literature
Reviews; *Models; *Motivation; *Parent Child Relationship;
Parent Influence; *Parent Responsibility; *Parent Role; Racial
Factors; Research Needs; Theories
IDENTIFIERS- Family Functioning; Life Course; Paternity Establishment

Noting that the research literature about father involvement is expanding at an exponential rate, this paper explores seminal ideas about father involvement in families. The paper is presented in three parts. The first part provides an overview of the emerging research on social fatherhood. This part traces the changes in the concept of fatherhood from a simple two-variable model (i.e., father absence has a negative influence on children) to the more sophisticated constructs of father involvement that focus on how fathers enact the parenting role. The second part of the paper explores compelling lines of research that relate to several primary features of father involvement, such as the contexts of interaction, father's motivations, and the mechanisms of enactment. The third part presents a short overview of family process ideas. Future research directions are suggested, and calls for more systematic theory building around the fathering role. (Contains some instances charge fees and disband professional advisory positions. Teachers' pay has continued to be low and conditions have been eroded. Similar effects are evident in the childcare sector. In addition, some business owners of childcare centers have used government funding for purchase and development of their own property and their own capital gain. Based on the review, the report concludes that the system of bulk funding works against the government's twin policy objectives of enhancing quality and improving participation for all preschool children. It shows that disparities in participation that were evident in 1989 still exist in 2001. The report affirms the importance of resources for staffing and curriculum implementation and an infrastructure of support. (Contains 43 references.) (Author/KB)

ED 455 928 PS 029 672

CWLA Standards of Excellence for Kinship Care Services.
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Role; Caregiver Role; *Caseworker Approach; *Child Welfare; Community Programs; *Foster Care; Foster Children; Foster Family; Parent Responsibility; Parent Rights; Parent Role; Program Improvement; *Social Work; *Social Workers; *Standards
IDENTIFIERS- Child Welfare League of America; Family Support; *Kinship Foster Care; Permanency Planning (Foster Care)

This handbook presents standards for kinship foster care services. The handbook begins with introductory sections describing standards development, detailing how to use the standards, and differentiating standards of excellence; Council on Accreditation of Services for Families and Children, Inc. (COA) standards for accreditation; and state licensing procedures. The formal introduction describes the growth of kinship care as a child welfare service, the characteristics of such care, and principles for best practice in kinship care. Chapter 1 then defines kinship care, presents kinship care as a child welfare service, and outlines its goals. The chapter also delineates roles, rights, and responsibilities of the child welfare agency, parents, and kinship caregiver in such care. Chapter 2 details standards related to social work practice methods in informal and formal kinship care, including the assessment process and permanency planning. Chapter 3 presents a framework for providing supports and services for kinship families and includes standards related to services for parents with children in formal kinship care, for children, and for kinship caregivers. Chapter 4 presents an organizational framework for delivering kinship care services and includes standards related to staffing, organizational support, educational support for caregivers, staff training, recordkeeping and data systems, evaluation and research, and financial supports for services. Chapter 5 details standards related to community-based support for kinship care services, focusing on the role of various community members. (Contains 161 references.) (KB)

ED 455 929 PS 029 673

Danish, Steven J., Ed.; Gullotta, Thomas P., Ed.
Developing Competent Youth and Strong Communities through After-School Programming.

ED 455 948 PS 029 710

New Book Examines Out-of-Home Care. NCEDL Spotlights, No. 30.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 3p.; Based on "Infants and Toddlers in Out-of-Home Care" edited by Thelma Harms and Debby Cryer.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Books; *Child Development; *Child Health; Cultural Influences; *Day Care; Early Childhood Education; Early Intervention; Family Work Relationship; *Infant Care; *Infants; Program Descriptions; Public Policy; Research Needs; *Toddlers
IDENTIFIERS- Day Care Quality; Ecological Perspective

Noting that one of the biggest challenges in the United States today is the increasing number of infants and toddlers younger than age 3 who are cared for by someone other than their parents during work hours, this issue of NCEDL Spotlights announces the publication of a book examining out-of-home care for infants and toddlers. The book is an outgrowth of a national synthesis conference sponsored by the National Center for Early Development and Learning. It is noted that the book articulates the importance of appropriate caregiving during the first years of life, describes current practices and research findings, identifies key issues, and proposes new directions for researchers, practitioners, and policymakers. Chapter topics include cognitive development in infancy, language development in early childhood, quality in infant/toddlers programs, respiratory disease in infants/toddlers, diarrheal disease in infants/toddlers, early intervention and out-of-home care, cultural context of infant/toddler care, public policy, and the work-family relationship. The Spotlights issue concludes with a discussion of the need for societal supports for infant/toddler child care programs and a delineation of key discussion points from the book. (KB)

ED 455 949 PS 029 711

Family Literacy Bibliography. NCEDL Spotlights, No. 32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 3p.; Based on "Family Literacy: An Annotated Bibliography" by Barbara H. Wasik.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Emergent Literacy; Evaluation Methods; *Family Literacy; Family Programs; Family School Relationship; Literacy Education; Organizations (Groups); Program Descriptions; Program Development; Program Evaluation

This report announces the publication of an annotated bibliography on family literacy and family literacy programs. The bibliography summarizes writings and research on family literacy and on topics directly relevant to family literacy programs. Directed toward program staff, researchers, community leaders, and policymakers, the publication covers topics in the areas of conceptual issues, studies related to family literacy programs and practices, program development, assessment, and curriculum and instruction. Also included are topics that have external factors, such as bullying, other parents' interference, the town culture, and luck. (Contains 64 references.) (KB)

ED 455 969 PS 029 742

Allen, Kathryn G.
MEDICAID: Stronger Efforts Needed To Ensure Children's Access to Health Screening Services. Report to Congressional Requesters.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Court Litigation; *Data Collection; Federal Programs; Low Income Groups; Program Effectiveness; *Screening Tests
IDENTIFIERS- Access to Health Care; Access to Services; *Early Periodic Screening Diagnosis and Treatment; *Medicaid

In response to Committee requests from the U.S. House of Representatives, the Government Accounting Office examined the extent to which children in Medicaid are receiving Early and Periodic Screening Diagnostic and Treatment (EPSDT) services. State efforts to improve service delivery and federal government efforts to ensure that state Medicaid programs provide covered EPSDT services were also assessed. Information was obtained from state reports to federal agencies, visits to five states with either large numbers of children in managed care or innovative EPSDT programs (California, Connecticut, Florida, New York, and Wisconsin), and reviews of major court orders and legal settlement agreements. Findings suggested that many children are not receiving health screening services. However, the extent to which children in Medicaid are receiving EPSDT services is not fully known, partly because of unreliable and incomplete state reports. The five states were taking actions to improve data compilation and reporting to better monitor services. Although federal requirements regarding the format and specificity of state reports have been a positive step, these steps do not address the difficulties that states face in obtaining information about EPSDT service delivery, especially in managed care settings. Recommendations include that the Centers for Medicare and Medicaid Services (CMS) work with states to develop criteria and a timetable for assessing and improving the reporting and provision of EPSDT services and that CMS develop mechanisms for identifying practices that could be used as models for other states. (Five appendices include profiles of the five states visited, examples of state actions resulting from EPSDT legal settlement agreements, and comments from CMS and the New York Department of Health.) (KB)

ED 455 970 PS 029 743

Planning Your Professional Growth: Creating an Individualized Professional Development Plan for Early Care and Education.
PUB DATE- 01
NOTE- 38p.; Prepared by the Professional Preparation and Development Committee of the Vermont Early Childhood Work Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Day Care; *Early Childhood

critical that agencies seek to provide services before correctional interventions are required. Given the differences in direct therapy hours and the differential sources of referral, it appears that Hispanic and non-Hispanic white clients did not receive equitable care. However, future research should examine how differences in service profiles may result in equity relative to positive outcomes. (Contains 22 references.) (TD)

ED 455 989   RC 023 102

Ingle, Yolanda Rodriguez
The Chosen Few: Latinas and the New Technologies. JSRI Occasional Paper No. 65. Latino Studies Series.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Affirmative Action; *College Faculty; *Equal Opportunities (Jobs); *Females; Group Dynamics; Higher Education; *Hispanic Americans; Minority Groups; Organizational Climate; School Culture; *Sex Discrimination; Sex Stereotypes; Tokenism; Women Faculty
IDENTIFIERS- Labor Force Analysis; *Latinas

If higher education is serious about attracting and retaining Latinas to the faculty rank and giving them significant roles in the academic arena, more understanding and comprehensive organizational change are needed. When minority individuals are brought in one at a time, they are less likely to integrate effectively into the social structure, more likely to suffer decreased performance, and more likely to leave. Change is carried in cohorts, not in single individuals. However, while balance is necessary to women's equal treatment on the job and any movement toward balance will itself lead to some improvement, a balanced workforce alone will not eliminate all of women's problems on the job. Stereotypical perceptions of their gender attributes relative to the academic role need to change. Numerous universities have tried increasing the numbers of Latino faculty through affirmative action, but although affirmative action has resulted in some minor hiring increases, it has not ensured equity in the review process, resulting in continued inequity in promotion and tenure. Women are given less opportunities for advancement and fewer responsibilities, their performance is evaluated less positively, and they have less influence on group decisions, resulting in their underrepresentation in top positions. In many ways, the organizational climate sets women up to fail. The challenge is to effect a change in the mindset of administrators and faculties of higher educational systems. (Contains 72 references.) (TD)

ED 455 990   RC 023 103

Pachon, Harry P.; Macias, Elsa E.; Bagasao, Paula Y.
Minority Access to Information Technology: Lessons Learned. Occasional Paper No. 67. Latino Studies Series.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 15p.; Paper presented at the combined Meeting of Julian Samora Research Institute and the College of Social Science at Michigan State University (East Lansing, MI, April 27, 1999)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Dei, George J. Sefa, Ed.; Hall, Budd L., Ed.; Rosenberg, Dorothy Goldin, Ed.

Indigenous Knowledges in Global Contexts: Multiple Readings of Our World.

PUB DATE- 00

NOTE- 298p.; "An OISE/UT book." Publishing funded by the Canada Council for the Arts, Ontario Arts Council, and Book Publishing Industry Development Program.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- American Indian Culture; American Indians; Canada Natives; *Cultural Interrelationships; Cultural Maintenance; Ethnic Studies; Experiential Learning; Foreign Countries; Higher Education; *Indigenous Populations; *Nonformal Education; Oral Tradition

IDENTIFIERS- Africa; Canada; Ethnoscience; Hegemony; India; *Indigenous Knowledge Systems; Intergenerational Transmission; *Knowledge; Traditional Healing

Indigenous knowledges encompass the cultural traditions, values, and belief systems concerned with the everyday realities of living in a particular place. They are imparted to the younger generation by community elders or are gained through direct experience of nature and its relationship with the social world. This collection of essays discusses indigenous knowledges and their implications for academic decolonization. The essays validate the existence of multiple sources of knowledge; examine strategies, projects, and theories supportive of indigenous knowledges; and highlight nuances and contradictions in affirming indigenous knowledges' place in the academy while maintaining that different bodies of knowledge continually influence each other. Following a foreword "Cultural Diversity and the Politics of Knowledge" (Vandana Shiva), the 16 chapters are: "Updating Aboriginal Traditions of Knowledge" (Marlene Brant Castellano); "Heart Knowledge, Blood Memory, and the Voice of the Land: Implications of Research among Hawaiian Elders" (Leilani Holmes); "Indigenous Knowledge: Lessons from the Elders--A Kenyan Case Study" (Njoki Nathani Wane); "African Development: The Relevance and Implications of 'Indigenousness'" (George J. Sefa Dei); "Oral Narratives as a Site of Resistance: Indigenous Knowledge, Colonialism, and Western Discourse" (Elizabeth McIsaac); "The Retention of Knowledge of Folkways as a Basis for Resistance" (Patience Elabor-Idemudia); "Indigenous Nations and the Human Genome Diversity Project" (Sandra S. Awang); "Toward Indigenous Wholeness: Feminist Praxis in Transformative Learning on Health and the Environment" (Dorothy Goldin Rosenberg); "Native Studies and the Academy" (Joseph Couture); "Toward an Embodied Pedagogy: Exploring Health and the Body through Chinese Medicine" (Roxana Ng); "Not So Strange Bedfellows: Indigenous Knowledge, Literature Studies, and African Development" (Handel Kashope Wright); "Breaking the Educational Silence: 'For Seven Generations,' an Information Legacy of the Royal Commission on Aboriginal Peoples" (Budd L. Hall); "Ayurveda: Mother of Indigenous Health Knowledge" (Farah M. Shroff); "Partnership in Practice: Some Reflections on the Aboriginal Healing and Wellness Strategy" (Suzanne Dudziak); "Peace Research and African Development: An Indigenous African Perspective" (Thomas Mark Turay); and "Mpambo, the African Multiversity: A Philosophy To Rekindle the African Spirit" (Paul Wangoola). (Contains references in each chapter.) (SV)

ED 456 008 RC 023 133

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Developing Nations; Educational Change; *Environmental Education; Foreign Countries; Laboratories; Science Curriculum; *Science Instruction; Science Teachers; Secondary Education; Technology Education
IDENTIFIERS- Chile; Costa Rica; Mexico; Russia; Slovakia; South Africa; Thailand; Third International Mathematics and Science Study

This document is the first in the Secondary Education Series and is a product of the cooperation between the Human Development Network Education Team and the Human Development Sector Unit of the Latin American and Caribbean Region. The purpose of this book is to demonstrate the present valuable information found in developing nations and the educational reforms implemented in these countries in recent years. Contents include: (1) "Overview of the Reform Agenda" (Sylvia A. Ware); (2) "On the Road to Improving the Quality of Life: Environmental Education in the Costa Rican Education System" (Eduardo Doryan and Eleonora Badilla); (3) "Adaptation of the U.S. ChemCom Course for Secondary School Students in Krasnoyarskii Krai, Siberia, Russia" (Natalia E. Gapanovitch and Natalia P. Tarasova); (4) "School-Industry Cooperation in the Republic of Slovenia: Does It Exist?" (Margareta Vrtacnik and Sascha A. Glazar); (5) "Advances and Obstacles to the Reform of Science Education in Secondary Schools in Mexico" (Andoni Garritz and Vicente Talanquer); (6) "Chilean Education Reforms during the Current Century" (Manuel M. Martinez and Raul F. Ceron); (7) "The Science Teachers Association of Nigeria: Forty-One Years of Service to Science Teaching" (Samuel Bajah); (8) "School Laboratories in Developing Countries: Are They Worth the Effort and Expense?" (Erik W. Thulstrup); (9) "Science and Technology Education in Developing Countries: Low Cost, Locally Made Instrumentation" (Krishna V. Sane); (10) "Science Education at the RADMASTE Center: The Role of a University in Development" (John D. Bradley); (11) "Meeting the Needs of Science Teachers and Students: The Philippines Experiment" (Warren Beasley); (12) "Secondary Science Education in Thailand" (Roger G. H. Downer and Karma Rana); (13) "Toward a Comprehensive Strategy for Science Curriculum Reform and Teacher Development in Southern Africa" (Leo P. de Feiter and Kenneth Ncube); (14) "Challenges to Reforming Science Education in South Africa: What Do the Third International Mathematics and Science Survey Results Mean?" (Sarah J. Howie); (15) "The Internet in Our Classroom: Teaching Tomorrow's Skills for Tomorrow's World" (Boris Berenfeld); and (16) "Environmental Education: The Millennium Challenge" (Jacob Bregman, Sr. and Morten Fisker). (YDS)

ED 456 026   SE 064 959

Conserving Earth's Biodiversity. CD-ROM and Instructor's Manual.
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biodiversity; Biology; *Conservation (Environment); Economics; Educational Technology; Environmental Education; Geography; High Schools; Science Education

This CD-ROM is designed as an interactive learning tool to support teaching in highly interdisciplinary fields such as real-world context as students predict and analyze routes taken by shipwrecked sailors, the 1990 Nike shoe spill, the raft Kon Tiki, and other voyages. In the seventh activity, "Message in a Bottle," students create stories to show what they have learned over the course of the unit. (ASK)

ED 456 047   SE 065 162

Bobis, Janette, Ed.; Perry, Bob, Ed.; Mitchelmore, Michael, Ed.
Numeracy and Beyond. Proceedings of the Annual Meeting of the Mathematics Education Research Group of Australasia Incorporated (24th, Sydney, Australia, June 30-July 4, 2001). Volume 1 and Volume 2.
PUB DATE- 01
NOTE- 610p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Technology; *Elementary Secondary Education; Evaluation Methods; Mathematics Achievement; *Mathematics Instruction; *Number Concepts; *Numeracy; Sex Differences; Teacher Education

This document represents volumes 1 and 2 of the proceedings of the 24th annual conference of the Mathematics Education Research Group of Australasia (MERGA) held at the University of Sydney, June 30-July 4, 2001. In volume 1, papers include: (1) "Connecting Mathematics Education Research to Practice" (Judith Sowder); (2) "Understanding, Assessing, and Developing Young Children's Mathematical Thinking: Research as a Powerful Tool for Professional Growth" (Doug Clarke); (3) "Visions of Practice: Getting the Balance Right" (Tracey Smith and Tom Lowrie); (4) "The Mathematics Enhancement Project: Combining Research and Development" (Wilfredo Alangui, Jessie Autagavaia, Bill Barton, and Albert Poleki); (5) "Multiple Learning Contexts: A Vehicle for Changing Preservice Primary Teachers' Mathematical Beliefs, Knowledge, and Practices" (Sharne Aldridge and Janette Bobis); (6) "CGI Down Under" (Glenda Anthony, Brenda Bicknell, and Jan Savell); (7) "Year 9 Mathematics Schemes in New Zealand" (Robin Averill and Megan Clark); (8) "Assessing Algebraic Expectation" (Lynda Ball, Kaye Stacey, and Robyn Pierce); (9) "The Gender Stereotyping of Mathematics: Cultural Dimensions" (Anastasios Barkatsas, Helen Forgasz, and Gilah Leder); and (10) "Collaborative Learning and Student Change: A Case Study" (Mary Barnes). Volume 2 papers include: (1) "Fastback Practices and the Classroom Culture" (Patricia Hosking and Mal Shield); (2) "Learning Mathematics: The Voices of Aboriginal Children" (Peter Howard and Bob Perry); (3) "Recognizing the Difference between Additive and Multiplicative Thinking in Young Children" (Lorraine Jacob and sue Willis); (4) "Identifying Testable Teacher Beliefs through Teacher-Led Professional Development" (Stephen Keast); (5) "Testing for Additivity in Intuitive Thinking of Area" (Gillian Kidman); (6) "A Poststructuralist Analysis of Mathematical Inquiry in a Year 6 Classroom: The Rhetoric, Realization, and Practical Implications" (Mary Klein); (7) "Correcting Mathematical and Attitudinal Deficiencies in Preservice Teacher Education: The Conservative Effect of Blaming the Victim" (Mary Klein); (8) "Australian Year 7 Benchmarks in Numeracy: Student Performance on Matching TIMSS Items" (John Lindsey and Barry McCrae); (9) "The Influence of Visual Representations on Mathematical Problem Solving and Numeracy Performance" (Tom Lowrie); and (10) "Misperceptions in Mathematics and Music: An Intra- and Inter-Disciplinary Investigation Employing Applied Metacognition via Computer-Aided Learning" (John Malone, Sam

Experience System (DEXS). Product descriptions are organized into one of eight topics related to basic education: adult literacy, alternative primary school systems; girls' education; classroom-level improvements; community participation; human capacity development; learning technologies; and system reform. Products in the catalog are clearly identified by title, author, DEXS document, order number, and language(s) available. Icons next to each entry indicate availability. (BT)

ED 456 070   SO 032 469

Schilling, Tim
Points of Interest: What Determines Interest Rates?
PUB DATE- 00
NOTE- 24p.; One of a series of essays adapted from articles in "On Reserve," a newsletter published by the Federal Reserve Bank of Chicago. The original article was written by Keith Feiler. For other essays in this series, see SO 032 470-473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Banking; Consumer Education; *Credit (Finance); *Economic Factors; Economics Education; *Interest (Finance); Secondary Education; Social Studies; *Supply and Demand
IDENTIFIERS- Federal Reserve System; *Interest Rates

Interest rates can significantly influence people's behavior. When rates decline, homeowners rush to buy new homes and refinance old mortgages; automobile buyers scramble to buy new cars; the stock market soars, and people tend to feel more optimistic about the future. But even though individuals respond to changes in rates, they may not fully understand what interest rates represent or how different rates relate to each other. This booklet is intended to help people better understand interest rates and how they are influenced by these economic forces. The first section, "Levels of Interest," examines the forces that determine the general level of rates. This section discusses basic factors of supply and demand for funds and the function of banks and other similar institutions in meeting the needs of savers and borrowers. It examines other factors such as fiscal policy and the actions of the Federal Reserve System. The second section, "Different Interests," examines the variations among individual rates, explaining why a 6-month Treasury bill may have one rate, business loans another, and home mortgages still a third. This section discusses the unique characteristics of each credit transaction, such as risk, rights, and tax considerations, and how these factors affect the decision-making process of borrowers and lenders. Contains a list of additional readings. Included with the booklet is a teaching guide that contains content questions and answers and activity suggestions. (BT)

ED 456 071   SO 032 470

Schilling, Tim
Public Debt: Private Asset. Government Debt and Its Role in the Economy.
PUB DATE- 99
NOTE- 16p.; One of a series of essays adapted from articles in "On Reserve," a newsletter published by the Federal Reserve Bank of Chicago. The original article was written by Keith Feiler. For other essays in this series, see SO 032 469-473.

PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Cultural Differences; *Foreign Nationals; Grade 3; Primary Education; *Student Attitudes; Student Surveys
IDENTIFIERS- Classroom Visitors; T Test; Tennessee (East)

United States society is becoming increasingly diverse in the 21st century. Even in rural areas, the population is becoming less Caucasian and African American, and more Hispanic and Asian. U.S. citizens also have much more contact with people from other countries through industry and trade. Considering these factors and the U.S. ideal of accepting persons of all races and national backgrounds, today's children and youth should learn to respect people from other countries. A study was conducted to determine whether children who had exposure to internationals in the classroom had better attitudes toward people from other countries than children who had little or no exposure to internationals in the classroom at a 0.05 level of significance. The study was conducted over a 21-week period in two third grade classes in a primarily Caucasian rural/suburban school in east Tennessee. One class served as the test group and the other class as the control group. Nine international college students from six different countries visited the test group. Each guest taught the class about his home country for 15 to 20 minutes and answered questions about his country. No international guests came to the control group, and none were recent immigrants. A teacher-made attitudinal survey consisting of 10 multiple-choice questions was read aloud to the students. Each question had four possible answers. The researcher rated the responses based on how positive they were toward internationals and tallied the scores for each survey, comparing the results of the two classes using a t-test. No significant difference was found between the two groups, when measured at a 0.05 level of significance. (Contains a 40-item bibliography. Appended are parent forms, the survey, and the survey score form.) (BT)

ED 456 092 SO 032 951

Tootla, Joanne; Vint, Patricia
The Development of a Cultural Assessment Tool: Paving the Way to a Culturally Comfortable Classroom.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *Cultural Context; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; *Evaluation Methods; Higher Education; Pilot Projects; *Student Behavior

In a multicultural classroom it is the seemingly small issues, such as classroom informality or interpersonal relationships between male and female students, that can cause misunderstandings and problems. This paper delineates a simple assessment tool to determine what behaviors might be a source of potential discomfort in the classroom. The tool is based on Giger and Davidhizar (1995) criteria that determine a culturally unique individual. The assessment tool analyzes aspects of six cultural phenomena: communication, personal space, social organization, time, environmental control, and biological variation. The tool is divided into three sections: the first section consists of 18 questions focusing on cultural

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; Foreign Countries; *Moral Issues; *Moral Values; Secondary Education; Secondary School Teachers; Smoking; Teacher Attitudes
IDENTIFIERS- Finland; Moral Behavior

This study examined what moral issues meant to practicing teachers. Finnish secondary teachers described moral dilemmas they had experienced during their teaching careers and principles they used to solve them (particularly situations in which they had difficulty deciding how to act). The narrative of one female teacher concerned about smoking at her school is highlighted. Though smoking was forbidden by law in Finnish schools, both teachers and students broke this rule in several ways. This study adopted three interpretive viewpoints from the field of philosophy and ethics to examine the case, emphasizing the ethics of purpose, rules and principles, and probability. The analysis uncovered the teacher's background beliefs, which guided her ethical reflection on smoking at school. These included her own values which guided her educational practice. Her attitudes and concerns were identified as factors influencing her practical reflection. Her perceptions of the professional code of ethics were revealed in her reflection on the rules and principles guiding her educational practice in the case of smoking. While legal norms and organizational morality guided the standards teachers applied to smoking, teachers' own interpretations of rules and principles were the most important sources of standards guiding their professional practice. (Contains 34 references.) (SM)

ED 456 112 SP 040 195

Dils, A. Keith
Preparation and Behavior of Self-Professed Teacher-Leaders.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Leadership Qualities; Mentors; Teacher Behavior; *Teacher Characteristics
IDENTIFIERS- *Teacher Leaders

This study assessed current self-professed teacher leader preparation and teacher leader behaviors, comparing selected teacher leader characteristics with characteristics of the general population of public school teachers (using Department of Education data). Subjects were selected via a stratified random sample of teachers whose email addresses appeared in their school's Web site and teacher email listservs. Respondents completed a teacher leader survey instrument. Results indicated that respondents held significantly more graduate degrees, were significantly more likely to hold one of several education majors, showed a significantly higher percentage of formal participation in mentoring another teacher, and showed a meaningfully higher percentage of formal participation in individual or collaborative professional research than did the general population of teachers. They tended to use and develop technology as a teaching tool, develop and assess standards, participate in professional organizations, write for publication, write and implement grants for new programs, and connect with higher education. They tended not to hold positions of influence in professional male students also reported improvements, although there may have been some differences in their perceptions of "high fat foods." Students were apparently more motivated to improve health habits by eating more fruits and vegetables than they were to reduce consumption of high fat foods. Four appendixes contain a description of the wellness curriculum, a list of national health goals, the goals of the NET program, and the pretest and posttest questions. (Contains 7 tables, 4 figures, and 16 references.) (SLD)

ED 456 133   TM 033 190

Gales, Mary Jane; Yan, Wenfan
Relationship between Constructivist Teacher Beliefs and Instructional Practices to Students' Mathematical Achievement: Evidence from TIMMS.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behaviorism; *Beliefs; *Constructivism (Learning); Educational Theories; Elementary Secondary Education; Instructional Effectiveness; *Mathematics Achievement; *Teachers; *Teaching Methods
IDENTIFIERS- *Third International Mathematics and Science Study

This study examined the relationship between teachers' beliefs and instructional practices and the mathematics achievement of their students. Data from the Third International Mathematics and Science Study (TIMSS) were used to examine whether behaviorist and constructivist teachers had different beliefs about student learning and whether teachers with behaviorist and constructivist views used different instructional practices in the classroom. Whether there was difference in students' learning based on the beliefs and instructional practices of their teachers was also studied. Questionnaires related to teacher beliefs and practices were completed by 527 mathematics teachers representing 10,970 students. Results indicate that certain teacher beliefs are indicative of a behaviorist pedagogy, and other beliefs are found for teachers who believe in a constructivist pedagogy. A hierarchical linear regression analysis was run on the teachers' beliefs and practices using student scores in mathematics as the dependent variable. The type of community in which a student lived had an effect on student achievement, but the impact of community on student achievement disappeared once behaviorist teachers' beliefs were taken into account. The data also displayed a statistically significant negative relationship between constructivist teachers' beliefs that mathematics is a practical, structured, and formal guide for addressing real world situations and students' achievement. Implications of these findings are discussed. (Contains 5 tables and 15 references.) (SLD)

ED 456 134   TM 033 191

Meadows, Stacie; Karr-Kidwell, P. J.
The Role of Standardized Tests as a Means of Assessment of Young Children: A Review of Related Literature and Recommendations of Alternative Assessments for Administrators and Teachers.
PUB DATE- 01
NOTE- 101p.

18 references and 4 figures.) (SLD)

ED 456 153 TM 033 216

Thum, Yeow Meng; Bhattacharya, Suman Kumar
Detecting a Change in School Performance: A Bayesian Analysis for a Multilevel Join Point Problem. CSE Technical Report 542.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; *Educational Change; Educational Trends; Elementary Education; *Estimation (Mathematics); Longitudinal Studies; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Reform Efforts

To better describe individual behavior within a system, this paper uses a sample of longitudinal test scores from a large urban school system to consider hierarchical Bayes estimation of a multilevel linear regression model in which each individual regression slope of test score on time switches at some unknown point in time, "kj." Preliminary evidence based on a sample of 58 elementary schools in Chicago, Illinois, suggests that change points in test score trends indeed differ from school to school. In addition the estimated posterior distribution of the change points suggests that, while the estimated timings of change in performance do not contradict the claim that a well-publicized intervention at time "τ" may have been a contributive factor, changes have not been uniformly positive and do require further scrutiny. Additional results are explored using models that accommodate case weights and shorter time series. (Contains 8 figures, 3 tables, and 35 references.) (SLD)

ED 456 154 TM 033 217

Almond, Russell; Steinberg, Linda; Mislevy, Robert
A Sample Assessment Using the Four Process Framework. CSE Technical Report 543.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chinese; *Evaluation Methods; Language Proficiency; *Models; Responses; Scoring; Selection; *Test Construction

This paper describes a four-process model for the operation of a generic assessment: Activity Selection, Presentation, Response Processing (Evidence Identification), and Summary Scoring (Evidence Accumulation). It discusses the relationships between the functions and responsibilities of these processes and the objects in the Instructional Management Systems (IMS) Question and Test Interoperability (QTI) information model. The ideas are illustrated with hypothetical examples that concern elementary Chinese language proficiency. The complementary modular structures of the design framework and the operational processes encourage efficiency in design and the reuse of objects and processes. (Contains 5 figures, 2 tables, and 14 for students. It discusses the federal constitutional, statutory, and regulatory nondiscrimination principles that apply to the use of tests for high stakes purposes. This document does not establish any new legal or test measurement principles. Furthermore, the test measurement principles described in Chapter 1 are not legal principles. However, the use of tests in educationally appropriate ways, consistent with the principles described in Chapter 1, can help minimize the risk of noncompliance with the federal nondiscrimination laws discussed in Chapter 2. Five appendixes present: a glossary of legal terms; a glossary of test measurement terms; accommodations used by states; a compendium of federal statutes and regulations; and resources and references. (Contains 27 resources.) (SM)

ED 456 174   UD 034 285

Technology Counts 2001: The New Divides. Looking beneath the Numbers To Reveal Digital Inequities.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 01
NOTE- 241p.; Theme issue. Some charts and tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Equal Education; Females; Limited English Speaking; Low Income Groups; Minority Groups; Public Schools; Rural Schools; Special Needs Students; Urban Schools
IDENTIFIERS- *Access to Computers; *Digital Divide; E Rate (Internet); Pittsburgh School District PA

This report contains several articles that focus on the new digital divide, which is no longer just one wide gap between those with and those without computers, but is instead a series of divides that create inequities for different reasons. The first article explains how certain types of students are not getting the high-tech experiences they need in school. These include low income, minority, female, low achieving, rural, special needs, and limited English speaking students. The second article looks at how Pittsburgh's public schools are grappling with the human and technical nuances of the digital divide. The third article discusses how, with 20,000 technology services scattered across the country, schools and communities are seeing progress in closing the digital divide. The fourth article examines data from a survey of high school students that indicates that schools are not using technology as wisely or effectively as they could. The fifth article discusses new challenges as computer access spreads and schools look for ways to use technology to raise student achievement. The sixth article looks at how some states are taking more aggressive approaches than others to close the digital divide. The last section contains state profiles with demographic information and statistics on number of students per instructional computer and E-rate funding. (SM)

ED 456 175   UD 034 332

Quint, Janet; Edin, Kathryn; Buck, Maria L.; Fink, Barbara; Padilla, Yolanda C.; Simmons-Hewitt, Olis; Valmont, Mary Eustace
Big Cities and Welfare Reform: Early Implementation and

all students and why Harvard's existing policies offer an effective pathway to the future. It begins by discussing the early origins of diversity, then examines civil rights legislation and the Supreme Court's 1978 decision in Regents of the University of California v. Bakke, which addressed both the legality of racial quotas in admissions and the use of race or ethnicity as factors in admissions decisions. The next section discusses policy alternatives concerning student diversity and admissions in the post-Bakke era, commenting on several arguments advanced by critics of affirmative action in college admissions (e.g., affirmative action programs highlight the wrong target, run the risk of stigmatizing and thus injuring the very people they are supposed to help, and are unfair because they deny admission to students with high test scores in favor of students with less impressive objective records). The importance of strengthening and sustaining higher education's commitment to diversity is stressed. (Contains 25 endnotes.) (SM)

ED 456 193 UD 034 368

Palmer, Scott R.
A Policy Framework for Reconceptualizing the Legal Debate Concerning Affirmative Action in Higher Education.
PUB DATE- 01
NOTE- 33p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p49-80. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; *Civil Rights Legislation; *College Admission; Court Litigation; *Diversity (Student); Educational Improvement; Educational Policy; *Higher Education; Minority Groups
IDENTIFIERS- Bakke v Regents of University of California; Hopwood v Texas

This chapter asserts that to make the case for affirmative action in higher education based on the diversity rationale, the legal debate must be reconceptualized into a policy-oriented framework. It presents a model dividing policy development into four interrelated parts: goals, objectives, strategy, and design. The policy framework is applied to the issue of affirmative action in college admissions intended to promote the educational benefits of diversity. The chapter concludes that the policy framework and analysis make a strong case for affirmative action in university admissions intended to further several core goals (improving learning, enhancing civic values, and promoting preparation for employment). This requires substantial commitment from the higher education community. The chapter examines the influence of the Supreme Court's decision in Regents of the University of California v Bakke (1978) and the Fifth Circuit Court's decision in Hopwood v. Texas (1996). It concludes with steps the higher education community must take to build its case for nonremedial affirmative action in higher education, including: evaluate more rigorously the value of student racial diversity to higher education's educational goal and explain clearly higher education's vision concerning the value of racial diversity in higher education and the role and function of affirmative action. (Contains 108 endnotes.) (SM) by order of the number of respondents, by credit/noncredit, by campus, by selected departments, by full-time and part-time respondent, by years of employment, and by ethnicity. A copy of the survey is included for reference. (NB)

ED 455 869 JC 010 544

Mery, Pamela M.
Students Who Petitioned for Graduation. Survey Series, Fall 2000.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Associate Degrees; College Graduates; Community Colleges; Educational Attainment; Graduate Surveys; *Graduation; *Participant Satisfaction; *Program Evaluation; Student Attitudes; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

The City College of San Francisco (CCSF) began, in the fall of 2000, to routinely survey students who petitioned for associate degrees, awards, or certificates in credit programs. The survey is ongoing, with semester updates. It asks students to rate nine areas: (1) How successful were you in achieving what you wanted to do at CCSF? (2) Would you recommend CCSF to a friend? (3) Do you plan to attend CCSF in the future? (4) Did any of the following affect your studies while you were at CCSF--work schedule conflict, financial difficulties, physical problems/illness, other personal or family changes/problems, other? (5) I felt a sense of belonging at campus I attended; (6) Students at CCSF showed respect for one another; (7) Faculty and staff at CCSF were supportive of me; (8) Which best describes your transfer plans for after you leave CCSF? and (9) If planning to transfer, what type of institution have you selected? The students were asked to rate their responses on a scale of 1 to 4, 4 being excellent. The survey results show that students who petitioned for the degree and received it were more likely to be female, young, and Asian American or Filipino. Students not awarded a degree were more likely to be African American. The students, whether they received a degree or not, overwhelmingly expressed satisfaction with CCSF, and would recommend the school to a friend. (NB)

ED 455 870 JC 010 545

Weglarz, Shirley
Importance of Computer Competencies for Entering JCCC Students: A Survey of Faculty and Staff.
PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Computers; Basic Skills; Community Colleges; *Computer Literacy; Computer Oriented Programs; *Computer Uses in Education; *Educational Technology; Student Needs; Technological Advancement
IDENTIFIERS- *Johnson County Community College KS

Johnson County Community College (JCCC) conducted a survey in response to faculty comments regarding entering students' lack of rudimentary computer skills. Faculty were spending time in classes; (2) "degree applicable" is a remedial placement, but these classes can be applied toward the 60 units required for the Associate in Arts degree; and (3) "transfer level" courses fulfill a transfer requirement to either the University of California (UC) or the California State University (CSU) system. The study found that 56% of SFUSD graduates placed into basic skills in English, while 46% placed into transfer-level English; in mathematics, 45% placed in basic skills, and 17% in transfer-level; in ESL, 15% placed into basic skills. (Contains numerous tables.) (NB)

ED 455 890   JC 010 570

Romano, Richard
Indicators of Institutional Effectiveness for Broome Community College. Working Paper No. 2-01.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Education; Adult Students; Community Colleges; *Institutional Evaluation; *Institutional Mission; Minority Groups; *Organizational Objectives; Remedial Programs; School Effectiveness; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Broome Community College NY

In the fall of 1998, Broome Community College (BCC) began the process of examining its mission in light of its re-accreditation review by the Middle States Association of Colleges and Schools. In its Self-Study Report, submitted in January 2000, the college committed itself to developing a set of core indictors that would measure how well it was doing in a number of key areas. This report card is tied to the mission statement of the college and is organized around the following major topics: (1) access to higher education; (2) meeting students' special needs; (3) student progress through college; (4) student satisfaction; (5) workforce development and success; (6) transfer preparation and success; and (7) community support. Figures are provided for each topic and include: (1) 30% of Broome County high school graduates enrolled at BCC in 2000; (2) 35% of students are 17, 18, or 19 years old; (3) in the fall 1999 semester, 89% of ESL course grades were "C" or better; (4) 35% of BCC students graduate by the end of 4 years; and (5) in 2000, 865 degrees were awarded. (Contains numerous tables and graphs pertaining to the above listed key areas.) (NB)

ED 455 891   JC 010 571

Douglas, Brian; Harmening, Todd
Comparative Financial Statistics for Public Two-Year Colleges: Fiscal Year 1998.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 99
NOTE- 41p.; Project in cooperation with the American Association of Community Colleges, the Association of Community College Trustees, and the National Center for Education Statistics. Funded in part by TIAA-CREF Community College Scholarship Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

157 references.) (Author/KB)

ED 455 910   PS 029 615

Employment and Fatherhood: The Education, Work, and Economic Nexus Roundtable (Philadelphia, Pennsylvania, February 23-24, 2000).
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Economic Factors; Educational Attainment; *Employed Parents; Family Work Relationship; *Fathers; Immigrants; Literacy; Parent Influence; Poverty; *Public Policy; Racial Differences; *Racial Factors; Research Needs; Teacher Role
IDENTIFIERS- Ethnic Differences

In February 2000, researchers, policymakers, practitioners, and other specialists in the field of fathers and families convened the "Employment and Fatherhood: The Education, Work, and Economic Nexus" roundtable. This discussion considered how interrelationships among education and schooling, literacy, employment and employability, and the economy are fundamental to informing current discussions of family support. This report synthesizes the discussion of the conference themes and their implications for policymaking, the directions they indicate for future research, and the lessons they impart for practice. Section 1 of the report contains summaries of the research papers presented, as well as discussants' and participants' commentaries. Topics of papers include family environment and intergenerational well-being, school competition and student achievement, school racial composition and student achievement, the absence of black children in studies of student attitudes, and immigrant families. Section 2 describes the current and emerging issues in father poverty and social vulnerability that emerged during roundtable discussions, including discerning misconceptions about African American educational attainment and engagement, understanding the race effect, rethinking racial concentration in schools, and questioning assumptions about immigrants and their families. Section 3 offers new directions for research that arose from the discussion, including examining outcomes for multiple ethnic groups. Section 4 explores the implications of the issues raised for policymaking, including reestablishing the importance of race in policy discussions and making teachers accountable for their roles in child development. Section 5 describes lessons learned for practice, including empowering parents and focusing on human capital. The roundtable agenda and a list of participants are appended. (KB)

ED 455 911   PS 029 620

Schiller, Pam; Dyke, Patricia Carter
The Practical Guide to Quality Child Care.
PUB DATE- 01
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; Administrator

PUB DATE- 00
NOTE- 312p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; *After School Education; *After School Programs; Community Programs; *Interpersonal Competence; School Community Relationship; Secondary Education; *Youth Programs
IDENTIFIERS- Leisure Activities

Noting the renewed attention given to community efforts supporting after-school activities to promote social competence in its youth, this book examines the concepts of play and rites of passage for youth. The book also discusses the contributions of various types of activities on youth social competency, presents a variety of perspectives for engaging youth in competency-promoting after-school activities, and focuses on the community planning necessary to successfully implement after-school programs. The chapters are: (1) "From Idle Amusements to Leisure Activity as Work for Youth" (Thomas P. Gullotta); (2) "The Uses of Theory in Primary Prevention Practice: Evolving Thoughts on Sports and After-School Activities as Influences of Social Competency" (Martin Bloom); (3) "Let's Play: Initiating Youth into the Healthy World of Play" (David G. Blumenkrantz); (4) "Sports and Social Competence" (Albert J. Petitpas and Delight E. Champagne); (5) "Girls on the Edge: Rethinking Out-of-School Programs for Adolescent Girls" (Joann Stemmermann and Janice Antonellis); (6) "Promoting Social Competency through the Arts" (Christianne F. Gullotta and Robert W. Plant); (7) "Integrating Resilient Youth into Strong Communities through Festivals, Fairs, and Feasts" (Maureen K. Porter); (8) "Issues in After-School Youth Development Programming" (Kathryn Edmondson); (9) "Re-Creating Recreation in the Inner City: A Youth Development Initiative in Detroit" (David Fukuzawa); and (10) "Youth and Community Development: How After-School Programming Can Make a Difference" (Steven J. Danish). Each chapter contains references. (KB)

ED 455 930 PS 029 687

Lutzky, Amy Westpfahl; Hill, Ian
Has the Jury Reached a Verdict? States' Early Experiences with Crowd Out under SCHIP. Occasional Paper Number 47. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, NJ.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 34p.; Also funded by the Stuart Foundation and the Fund for New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Federal Programs; *Health Insurance; *Insurance Companies; *Private Sector
IDENTIFIERS- *Childrens Health Insurance Program; Medicaid

implications for family literacy, including emergent literacy, adult literacy, parent-child interaction, and intergenerational programs. Three sample entries from the bibliography are presented, in addition to information on how to order copies. (KB)

ED 455 950   PS 029 712

Preparing the Workforce. NCEDL Spotlights Series, No. 33.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 3p.; Based on "Preparing the Workforce: Early Childhood Teacher Preparation at 2- and 4-Year Institutions of Higher Learning" by Diane Early and Pamela Winton.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Bachelors Degrees; *College Faculty; Colleges; *Early Childhood Education; *Higher Education; *Teacher Education; *Teacher Education Programs

This report summarizes findings of a national survey of institutions of higher education (IHEs) with early childhood programs. The study, conducted by the National Council for Early Development and Learning, surveyed a nationally representative group of chairs/directors of early childhood teacher preparation programs of two- and four-year colleges and universities. The 438 IHEs participating in the survey were in 47 states plus Washington D.C., Puerto Rico, and the U.S. Virgin Islands. Major findings indicate that early childhood teacher education programs are in need of support. Overall, programs will not have adequate faculty to meet the projected workforce needs. The highest rated challenge of early childhood teacher education programs is difficulty attracting and retaining ethnically and linguistically diverse faculty. Early childhood teacher education programs have a smaller number of faculty serving a larger number of students than other programs in the same IHEs. Early childhood teacher education programs tend to have a greater percentage of part-time faculty members than do the institutions in which they reside. Gaps are evident in the programs with regard to their stated missions of preparing students to work with children with disabilities or with infants and toddlers, and the requirements of the program. Access to bachelor's degree programs upon completion of an associate's degree continues to be a problem because of articulation challenges. Other major challenges cited by IHEs include students' competing work or family-related responsibilities, and attracting and keeping students due to poor working conditions and wages in the field of early childhood. (KB)

ED 455 951   PS 029 714

Knoll, Michelle; O'Brien, Marion
Quick Quality Check for Infant and Toddler Programs.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Education; Individual Development; *Preschool Teachers; *Professional Development; Self Evaluation (Individuals); Teacher Qualifications
IDENTIFIERS- Caregiver Qualifications; Vermont

Based on the view that the quality of children's early experiences depends largely on the knowledge, experience, and skills of the people who work with them, this guide for early childhood practitioners in Vermont is designed to help them prepare and carry out a personally tailored professional development plan. The guide is presented in four sections. Section 1 provides an overview of the planning process, defines an Individualized Professional Development Plan (IPDP), describes common formats for its development, and discusses the role of mentors in professional development. Section 2 illustrates how 3 early childhood professionals created their 1-year IPDPs and 3-year timelines. Section 3 compiles forms for creating the IPDP. Section 4 presents information on the format for IPDPs from the Vermont Early Childhood Career Lattice, the Vermont Early Childhood Framework, and the Child Development Associate, as well as information on the Standards for Vermont Educators. (KB)

ED 455 971   PS 029 746

The Economic Impact of Welfare Reform on Arkansas Families. Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Economic Impact; *Employed Parents; Family Financial Resources; Family Income; *Family (Sociological Unit); Health Insurance; Low Income Groups; *Program Effectiveness; *Welfare Recipients; Welfare Reform
IDENTIFIERS- Arkansas; Barriers to Participation

In 1997, the Transitional Employment Assistance (TEA) program was established in Arkansas as the state's version of welfare reform. Although there has been a 44 percent decrease in TEA cash assistance since the program's inception, questions continue regarding the impact of welfare reform on families with children. This report highlights some of the major findings from recent evaluations of the program. Seventy-five percent of families leaving TEA faced at least one major barrier to employment, with transportation and child care reported as the biggest barriers. The more barriers families faced after leaving TEA, the less likely they were to be employed. Although nearly 70 percent of families worked during at least one of the four quarters after leaving TEA, most did not have continual employment. Of those working, 71 percent reported full-time employment. Although most families earned low wages after leaving the TEA program, the 18 percent of families reporting continuous employment during 2 years had increases in their wages over that period. Nearly 75 percent of families leaving TEA still earned below the federal poverty line. About 56 percent of former adult TEA recipients and 19 percent of the children lack health insurance. Economic hardships were reported as not substantially different from those reported while receiving TEA assistance, with lack of utilities and health care reported as the most common hardships. Enrollment in support services such as food stamps declined after leaving TEA. The Arkansas TEA program compared favorably to those of other states. (KB)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Centers; Community Education; Community Involvement; *Computer Literacy; *Disadvantaged; Elementary Secondary Education; *Information Technology; Internet; Labor Force Development; Library Services; *Minority Groups; *Urban Programs
IDENTIFIERS- *Access to Technology

The Digital Steppingstones (DSS) project is a 3-year study exploring access to advanced information technologies and related training in low-income and minority communities. The project is also identifying exemplary information technology programs in schools, libraries, and community centers in disadvantaged areas of five large cities. Site visits, roundtable discussions, and interviews determined characteristics of exceptional programs and barriers to access to advanced telecommunications that exist in underserved communities. First-year findings identified five characteristics of exceptional programs: extensive staff training; creative funding and budgeting; leadership that values the use of technology in education and demonstrates entrepreneurial drive in developing programs; community involvement in planning and decision making, as well as participation in the program itself; and collaboration and information sharing. Barriers to effective program implementation include difficulties in maintaining dependable funding streams; providing on-going, comprehensive staff training; maintaining consistent leadership; promoting information sharing; and keeping up with rapid technological innovation. Also, questions concerning the efficacy of technology in the classroom challenge decision-makers at all levels. Recommendations for program development are offered. (Contains 21 references.) (TD)

ED 455 991 RC 023 105

Appalachian Regional Commission Annual Report, 2000.
PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Counties; *Economic Development; *Economically Disadvantaged; Entrepreneurship; Federal Aid; Health Services; Internet; Labor Force Development; *Leadership Training; Regional Cooperation; Road Construction; *Rural Development; *Rural Education; Strategic Planning
IDENTIFIERS- Access to Technology; *Appalachia; Capacity Building; Telecommunications Infrastructure

In 2000, the Appalachian Regional Commission (ARC), in cooperation with local development districts, nonprofit organizations, and many small municipalities, expanded programs to help Appalachia's distressed counties become economically competitive. The effort calls for increased funding for technical assistance and capacity building in distressed counties. In addition, the ARC plan to develop high-speed Internet access and other telecommunications projects includes a special focus on distressed counties. To create more jobs and new businesses in the region, ARC worked with major financial institutions and foundations in support of its entrepreneurship initiative. ARC also worked collaboratively on issues related to education, international trade, environmental cleanup, and transportation. Examples of projects are presented for five

Equal Educational Opportunity for Native American Students in Montana Public Schools.
PUB DATE- 01
NOTE- 92p.; Prepared with the U.S. Commission on Civil Rights, Rocky Mountain Regional Office.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *American Indian Education; Community Attitudes; Educational Assessment; *Educational Needs; Educational Policy; Elementary Secondary Education; *Equal Education; Organizations (Groups); *Outcomes of Education; *Public Schools; State Legislation; Student Attitudes
IDENTIFIERS- American Indian Students; *Montana; Native Americans

The Montana Advisory Committee to the U.S. Commission on Civil Rights examined the extent of equal educational opportunity and educational quality offered to Native American children in Montana public schools. Fact-finding meetings were held in Billings (December 10, 1996) and Missoula (April 24, 1997). Chapter 1 of this report outlines the history of Indian education initiatives in the United States and Montana. Chapters 2-5 summarize perspectives of state and federal agencies; students, teachers, and administrators; tribal leaders and administrators; and organizations and institutions concerned with Indian education. Chapter 6 presents findings and recommendations. The Committee concludes that although the state of Montana has made numerous affirmations concerning Indian education, these have not produced tangible outcomes; therefore, the state has failed to meet its obligation with regard to Indian education. Montana's Indian children drop out of school at a disproportionate rate and have low achievement levels, test scores, graduation rates, and college attendance rates. There are too few Native teachers and administrators, and teachers do not receive adequate training in the teaching of Indian history and culture or in effective strategies for teaching Indian children. Recommendations are offered concerning teacher education, Native teacher recruitment, school-community links, student tracking, curriculum development, state policy implementation, role of tribal governments, and civil rights enforcement. Appendices contain the structure of Montana's executive branch, various policy statements and reports, and American Indian population data. (SV)

ED 456 009 RC 023 134

Hill, Jonathan
The Oregon Quality Education Model Applied to Schools Characterized by Low Student Enrollment, Sparse Distribution of Students, and Remote Settings with Findings Relating to Equity of Services. White Paper.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Educational Policy; Elementary Secondary Education; Equal Education; Equalization Aid; Expenditure per Student; *Geographic Isolation; *Rural Schools; *Small Schools; *State School District Relationship; Student Transportation
IDENTIFIERS- Access to Technology; Funding Formulas; *Oregon

The Oregon Quality Education Model (QEM) was developed by the conservation of biodiversity. Topics introduced in the software include the impact of humans on natural landscapes, threats to biodiversity, methods and theories of conservation biology, environmental laws, and relevant economic principles. The content of the program is divided into eight sections: (1) "Introduction"; (2) "Global Biodiversity"; (3) "Diversity of Life"; (4) "Changes Over Time"; (5) "Threats to Biodiversity"; (6) "Conservation Practice"; (7) "Social Issues"; and (8) "Learning More." (YDS)

ED 456 027 SE 065 053

Bond, Sally L.; Boyd, Sally E.; Montgomery, Diana L.
Coordinating Resources To Support Standards-Based Mathematics Education Programs.
SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Resources; Elementary Secondary Education; *Federal Aid; *Mathematics Achievement; Mathematics Instruction; *Standards

The Elementary and Secondary Education Act and other U.S. Department of Education programs are already available to support mathematics instruction and yet these resources, particularly those of Title I, the largest source of federal funding for elementary and secondary schools, remain largely untapped for standards-based mathematics education. School districts have often sought additional funds to support mathematics improvement efforts while overlooking federal resources that are already available to them for this purpose. The 1994 reauthorization of Title I made clear the expectation that these resources be used to help all students achieve high academic standards in mathematics and reading as well as reflect the belief that this is best accomplished by coordinating the use of Title I money with other local, state, and federal funds. In order to learn more about how districts are using Title I funds to support mathematics instruction and how well these programs are being integrated with other local, state, and federally funded programs, the U.S. Department of Education and the National Science Foundation (NSF) asked Horizon Research, Inc., (HRI) to interview administrators in selected school districts around the country. This report, based on the results of a 1998 17-district survey and 5 in-depth district case studies, examines the ways in which federal, state, and local resources were effectively coordinated to support improved student achievement in mathematics. (ASK)

ED 456 028 SE 065 060

Everson, Howard T.; Dunham, Marlene D.
Effects of Equity 2000 on Student Achievement in Mathematics: Evidence from School Districts.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Leong, and Martin Lamb). (ASK)

ED 456 048 SO 030 792

Byrum, Andrea
Change in Mexico: Problems and Promise. Curriculum Project.
Fulbright-Hays Summer Seminars Abroad Program, 1993 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Change; Curriculum Development; *Economics; Foreign Countries; Global Approach; High Schools; Higher Education; *Political Science; *Religion
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; Mexican Culture; *Mexican Literature; *Mexico

This curriculum unit presents an overview of change in Mexico. The unit is not meant to be an in-depth study, but rather a survey of four areas traditionally important in Mexican life: the economy, politics, religion, and literature, with particular emphasis on the first two. The unit is designed as a module on contemporary Mexico in a Latin American civilization course for college majors in Spanish and international relations but could also be used in any university or high school course as a unit on contemporary Mexico. The unit details teaching strategies, lists materials, and includes lectures, discussion questions, and activity suggestions. (Contains 10 notes and an 11-item bibliography.) (BT)

ED 456 049 SO 031 394

Viteritti, Joseph P.
Choosing Equality: School Choice, the Constitution, and Civil Society.
PUB DATE- 99
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economically Disadvantaged; *Educational Change; *Educational Policy; Educational Vouchers; Elementary Secondary Education; *Equal Education; Private Schools; *Public Education; *School Choice; *Student Needs
IDENTIFIERS- United States Constitution

While opponents of school choice contend that choice will lead to the demise of public education, the weakening of civil society, and the fostering of separate and unequal systems of education, this book argues that these long-held assertions must give way to present realities. The United States' rich and diverse experience with magnet schools, controlled choice, interdistrict choice, charter schools, privately funded vouchers, and public vouchers in Milwaukee, Wisconsin, and Cleveland, Ohio, provides a solid basis for crafting a choice policy that enhances the educational opportunities of children whose needs are not being met by the present system of public education. The book begins with the promise articulated in the landmark "Brown v. Board of Education" decision of 1954. After reviewing a variety of policy initiatives enacted to promote

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Debt (Financial); *Economic Factors; Economics Education; *Government Role; Secondary Education; Social Studies
IDENTIFIERS- *Federal Deficit

In 1981, the United States reached a dubious economic milestone--the federal debt surpassed one trillion dollars for the first time. It took more than 200 years to build up that much debt. The federal debt doubled to two trillion by 1986, hit the three trillion level in 1990, and stands at an estimated five-and-a-half trillion for 1998. Just as individuals might be concerned if their personal indebtedness was growing faster than their incomes, some economic pundits and policymakers are concerned about the size of the public debt, notwithstanding the recent surplus achieved by the federal government. While some feel that federal debt is not necessarily bad, others argue that it can place substantial burdens on the economy. This booklet aims to help the public understand these concerns and the burdens of large deficits. The booklet contains the following sections: "Debt as an Asset"; "Government Debt Instruments"; "The Government in the Market"; "The Auction"; "The Burdens of Deficits and the Benefits of Surpluses"; and "Strength of the Dollar." Contains a list of additional readings. Included with the booklet is a teaching guide that contains content questions and answers and activity suggestions. (BT)

ED 456 072 SO 032 471

Schilling, Tim
Strong Dollar, Weak Dollar: Foreign Exchange Rates and the U.S. Economy.
PUB DATE- 98
NOTE- 19p.; One of a series of essays adapted from articles in "On Reserve," a newsletter published by the Federal Reserve Bank of Chicago. The original article was written by Keith Feiler. For other essays in this series, see SO 032 469-473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consumer Education; *Economic Factors; Economics Education; *Free Enterprise System; *Monetary Systems; Secondary Education; Social Studies; *Supply and Demand
IDENTIFIERS- *Foreign Currency Exchange; *Money

Many generalizations sound simple enough--for example, "strong is good, weak is bad"--but they can be confusing when talking about money. This booklet explores how the U.S. dollar and foreign currencies affect each other and how their interaction affects the individual and the economy. The booklet contains the following sections: "Understanding Foreign Exchange"; "The Value of Currency"; "The 4X Market"; "Price Determined by Supply and Demand"; "Effects on an Economy"; "A Different Lesson from the '90s"; and "Stable Dollar." Contains a list of additional readings. Included with the booklet is a teaching guide that contains content questions and answers and activity suggestions. (BT) perceptions regarding time, personal space, interpersonal communication, touch, and select social issues such as food that have implications in the classroom setting; the second section contains 32 "yes or no" questions focusing on select areas of cultural beliefs and values; and the third section asks for brief demographic data such as sex, age, religion, occupation, and country of birth. The tool was piloted with a population of 35 individuals ranging in age from 12 to 59 years old, of diverse religions and nationalities, and enrolled in middle school, high school, community college, or university. The cultural assessment tool is appended. (BT)

ED 456 093   SP 040 091

Fraser, Deborah
"They Keep Asking Questions and Want To Know More": Enhancing Students' (and Teachers') Learning through Curriculum Integration.
PUB DATE- 99
NOTE- 10p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, December 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Culturally Relevant Education; Elementary Secondary Education; Foreign Countries; *Integrated Curriculum; Participative Decision Making; Student Participation
IDENTIFIERS- New Zealand

As a pedagogy, curriculum integration has global and local significance, as the central focus in teaching this way is to enhance students' learning through the vehicle of personal concerns and social issues. These issues and concerns form the basis of a negotiated curriculum of direct relevance to the sociocultural world of young people in diverse settings. The challenge for research in curriculum integration is to investigate the learning process as it unfolds in all its complexity, and the role of the teacher in both scaffolding and promoting students' intellectual, social, and emotional growth. Teachers' professional development in curriculum integration is, therefore, crucial and includes a number of issues, such as: teachers need to recognize and understand the complexity of learning, both their own learning and the learning of children; teachers need to critique their own practice to bridge the gap between rhetoric and reality; and teachers need to make a commitment to power sharing when making curriculum decisions with students. (Contains 18 references.) (Author/SM)

ED 456 094   SP 040 144

Izumi, Lance T.
Facing the Classroom Challenge: Teacher Quality and Teacher Training in California's Schools of Education.
PUB DATE- 01
NOTE- 96p.; With K. Gwynne Coburn. Support by the Hugh and Hazel Darling Foundation, Fred Gellert Family Foundation, Girard Foundation, and Bernard Lee Schwartz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; After School Programs;

teacher organizations, hold positions of influence in unions, take the lead in forming partnerships with businesses and other organizations, and participate in the political process by running for office. (Contains 22 references.) (SM)

ED 456 113 SP 040 196

Cotton, Kathleen
Research You Can Use To Improve Results. Update of Section 3. Program Report.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Feedback; Instructional Leadership; Leadership Responsibility; Questioning Techniques; School Districts; Teacher Competencies; Teacher Effectiveness; Teaching Methods; Teaching Skills; Thinking Skills

This document presents research intended to help teachers and administrators improve the quality of instruction. Topics include: (1) classroom (e.g., teachers carefully orient students to lessons, teachers provide clear and focused instruction, teachers routinely provide students feedback and reinforcement regarding their learning progress, teachers review and reteach as necessary to help all students master learning materials, teachers use validated strategies to develop students' critical and creative thinking skills, and teachers foster the development of self-directed learning skills); (2) school (leaders undertake school restructuring efforts as needed to attain agreed upon goals for students, strong leadership guides the instructional program, administrators and other leaders continually strive to improve instructional effectiveness, and administrators and other leaders engage staff in professional development and collegial learning activities); and (3) district (district leaders and staff encourage, support, and monitor school improvement efforts). Each of the three sections provides a listing of key references. (Contains approximately 370 bibliographic references.) (SM)

ED 456 114 SP 040 197

Jucovy, Linda
Building Relationships: A Guide for New Mentors. National Mentoring Center Technical Assistance Packet #4.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Big Brothers Big Sisters of America, Philadelphia, PA.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Interpersonal Relationship; *Mentors;

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Elementary Education; *Standardized Tests; *Student Evaluation; *Test Use; *Young Children
IDENTIFIERS- *Alternative Assessment

An extensive review of literature related to the role of standardized tests in the assessment of young children was conducted, and recommendations were made for alternative approaches more appropriate to the assessment of young children. The first section of the paper contains a literature review that provides a brief history of standardized tests and an explanation of their use in elementary schools. The second section draws on the literature to identify conflicting attitudes towards standardized tests and their use as the sole means of assessment in public schools. The pros and cons of standardized testing are examined in section 3 using research-based studies from the last 20 years. The fourth section deals with the negative outcomes of labeling young children, and the fifth section contains recommendations for elementary-level administrators and teachers about alternative and authentic assessment measures such as portfolios, open-ended questions, classroom observations, and other alternatives. The last section discussed these potential alternatives and incorporated the findings from informal discussions with three elementary school teachers and two administrators. These discussions yielded some practical ideas that could be applied easily in diverse classrooms to create a positive atmosphere for young students and their successes. Examples of different types of alternative assessments are presented in an appendix to help administrators and teachers choose appropriate assessments. (Contains 64 references.) (SLD)

ED 456 135   TM 033 193

AIMS Mathematics Addendum.
PUB DATE- 00
NOTE- 10p.; For the AIMS "High School Guide" to which this is an addendum, see ED 452 255.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *High School Students; High Schools; *Mathematics; Measurement Techniques; *Scoring; State Programs; *State Standards; Test Format; *Test Items; Test Use; *Testing Programs
IDENTIFIERS- *Arizona

This addendum was created to reflect the recommendations of the Mathematics Task Force that met in Arizona to make recommendations to the state Board of Education. The Mathematics Task Force recommended that a core curriculum be identified in the Mathematics Proficiency Standards that would be required of all high school students beginning in the ninth grade. The core curriculum is to be the basis for Arizona Instrument To Measure Standards (AIMS) Mathematics with remaining proficiency standards to be taught in a later, more advanced curriculum. This addendum lists all 26 standards and 76 performance objectives to be assessed on AIMS and contains sample questions. (SLD) references.) (Author/SLD)

ED 456 155   TM 033 218

Klein, Davina C. D.; Yarnall, Louise; Glaubke, Christina
Using Technology To Assess Students' Web Expertise. CSE Technical Report 544.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Literacy; Construct Validity; *Educational Technology; Evaluation Methods; *High School Students; High Schools; *Knowledge Level; *Middle School Students; Middle Schools; Online Systems; Reliability; Student Evaluation; *World Wide Web
IDENTIFIERS- *Authentic Assessment

This study investigated the use of an online authentic assessment tool to evaluate students' fluency with the World Wide Web (WWW). Participants included 120 middle and high school students with a strong technology background and a familiarity with navigating the World Wide Web. Using the online Web Expertise Assessment and accompanying WWW background questionnaire, students were able to demonstrate their WWW knowledge and expertise. Researchers then identified important individual measures and coded these reliably. Results from principal components factor analysis suggest four broad indicators of Web expertise: navigational strategies, prior Web knowledge, searching expertise, and finding ability. In general, these composite indicators make sense theoretically, and the results support the construct validity of each. The indicators appear to be reliable, with alphas ranging from 0.88 to 0.71. In addition, these measures match the theoretical conceptions grounded in the literature. The paper concludes with a discussion of implications for future research in assessing and supporting students' Web learning. (Contains 1 table, 4 figures, and 28 references.) (Author/SLD)

ED 456 156   TM 033 219

Wang, Ming; Wiser, Randall F.; Newman, Larry S.
Use of the Rasch IRT Model in Standard Setting: An Item Mapping Method.
PUB DATE- 01
NOTE- 36p.; Version of a paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, W[illegible] April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; *Cutting Scores; Interrater Reliability; *Item Response Theory; Licensing Examinations (Professions); Standards; *Test Items
IDENTIFIERS- Angoff Methods; Mapping; *Rasch Model; *Standard Setting

This paper provides both logical and empirical evidence to justify the use of an item mapping method for establishing passing scores for multiple-choice licensure and certification examinations. After describing the item-mapping standard

Ethnographic Findings from the Project on Devolution and Urban Change.
SPONS. AGENCY- Ford Foundation, New York, NY.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; James G. Irvine Foundation, San Francisco, CA.; Mott (C.S.) Foundation, Flint, MI.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Pew Charitable Trusts, Philadelphia, PA.; George Gund Foundation, Cleveland, OH.; Joyce Foundation, Chicago, IL.; Cleveland Foundation, OH.; California Wellness Foundation.; Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 99
NOTE- 262p.; With Stan L. Bowie, Earl S. Johnson, Jill E. Korbin, Carol Dutton Stepick, Alex Stepick, and Abel Valenzuela, Jr.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Urban Areas; *Welfare Recipients; *Welfare Services
IDENTIFIERS- California (Los Angeles); Florida (Miami); Ohio (Cleveland); Pennsylvania (Philadelphia); Personal Responsibility and Work Opp Recon Act; *Welfare Reform; *Welfare to Work Programs

This is the first report on the Project on Devolution and Urban Change, a multidisciplinary 5-year study of welfare reform in 4 large urban counties and their major cities (Cleveland, Los Angeles, Miami, and Philadelphia). It uses data from interviews and focus groups conducted with welfare agency officials and line staff, observations of staff-client interactions, and ethnographic interviews and focus groups with welfare recipients. The cities have changed welfare's function from one of entitlement to one of temporary help and have put in place welfare-to-work programs that emphasize quick entry into the labor force. Welfare recipients themselves support welfare reform's focus on getting recipients off welfare and into work, although many continuously worry about the effect of the new policies on those unable to find jobs. To date, sites have not seen a fraying of their social safety nets. Three of the urban change states have passed down to their localities some of the decision making authority granted under the Personal Responsibility and Work Opportunity Act. While there are many similarities from city to city, there is also considerable policy variation. (Contains 18 references.) (SM)

ED 456 176 UD 034 333

Michalopoulos, Charles; Bos, Johannes M.; Lalonde, Robert; Verma, Nandita
Assessing the Impact of Welfare Reform on Urban Communities: The Urban Change Project and Methodological Considerations. The Project on Devolution and Urban Change.
SPONS. AGENCY- ARCO Foundation, Los Angeles, CA.; Grable Foundation, Pittsburgh, PA.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Open Society Inst., New York, NY.; Union Carbide Corp., Danbury, CT.; Ford Foundation, New York, NY.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; James G. Irvine Foundation, San Francisco, CA.; Mott (C.S.) Foundation, Flint, MI.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Pew Charitable Trusts, Philadelphia, PA.; George Gund Foundation, Cleveland, OH.; Joyce Foundation, Chicago, IL.; Cleveland Foundation, OH.; California Wellness Foundation.; Edna McConnell Clark Foundation, New York, NY.; Department of Agriculture, Washington, DC.; Department of Health and Human Services, Washington, DC.

ED 456 194 UD 034 369

Palmer, Scott R.
Diversity and Affirmative Action: Evolving Principles and Continuing Legal Battles.
PUB DATE- 01
NOTE- 19p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p81-98. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *Civil Rights Legislation; College Admission; Court Litigation; *Diversity (Student); Educational Legislation; Higher Education; Minority Groups; *Racial Discrimination
IDENTIFIERS- Bakke v Regents of University of California; Hopwood v Texas

This chapter reviews the legal standards governing affirmative action in higher education, examining the diversity rationale and contrasting the cases of Hopwood v. Texas and Wittmer v. Peters, which were decided in 1996. It discusses: the legal standard governing affirmative action in higher education; the remedial interest in overcoming the present effects of past discrimination; the nonremedial interest in realizing the educational benefits of diversity; Hopwood v. Texas and its rejection of educational diversity; and Wittmer v. Peters and support for nonremedial affirmative action. It concludes that the law governing affirmative action in higher education is at a crucial point in its development. Several key cases are pending, and there is a strong chance that the Supreme Court will address the issue in the near future. The chapter notes that the higher education community must use this time to build upon the Supreme Court's 1978 decision in Regents of the University of California v. Bakke (which declared that a university's interest in securing the educational benefits that flow from student diversity is a compelling interest that can constitutionally support the use of race as a factor in student admissions) and develop its case for the educational value of diversity. (Contains 79 endnotes.) (SM)

ED 456 195 UD 034 370

Schofield, Janet Ward
Maximizing the Benefits of Student Diversity: Lessons from School Desegregation Research.
PUB DATE- 01
NOTE- 12p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p99-109. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Black Students; Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Equal Education; Higher Education; Minority Group Children; Outcomes of Education; Racial Integration; Racial Segregation; *School Desegregation

This chapter considers the implications for higher education of existing research on the effects of desegregation at the elementary and secondary school level. Research shows that non-computer related classes teaching students basic computer skills. The aim of the survey was to determine what the basic computer competencies for entering students should be, according to faculty perceptions. The survey was distributed to full- and part-time faculty and Admissions and Records, Financial Aid, and skills were: (1) starting/shutting down a computer; (2) typing; (3) opening and closing a file; (4) formatting, editing, saving, and printing a document; (5) saving a file to a floppy disk; (6) sending and receiving e-mail; (7) knowing the function of word processing software; (8) using a search engine; (9) copying a file to a hard disk/floppy; and (10) downloading information. The Instructional Computing Planning Advisory Committee (ICPAC) will use the findings to help create computer competency guidelines for entering students, develop a computer competency test, and develop a Computer Resource Center at JCCC. ICPAC may also consider additional research aimed at determining the proportion of incoming students who lack basic computer skills. (Contains numerous tables and figures.) (MB)

ED 455 871   JC 010 546

Parkland College 2001-2003 Operational Plan.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Community Colleges; *Educational Planning; Educational Quality; *Organizational Objectives; *School Effectiveness; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Parkland College IL

This Parkland College (Illinois) Operational Plan supports the document titled Parkland College 1999-2004: A Strategic Plan for Excellence. Strategic goals and strategies are followed by specific operational action plans that support the completion of the given corresponding strategy. The four goals include: (1) to develop the highest educational standards for the delivery of quality instruction and services to meet the needs of its increasingly diverse population; (2) to become a regional leader in developing and delivering information technology-related career programs and training, and in integrating and utilizing information technology to enhance learning across the curriculum; (3) to develop and deliver career programs and workforce preparation as well as agricultural, business, health, and technical training to meet the needs of the community; and (4) to maximize the development and use of its human, technological, and fiscal resources to maintain its financial vitality. Operational plans include identifying and assessing appropriate standards of student performance in all academic programs and disciplines; forming business and industry partnerships to address the region's shortage of skilled information technology-related workforce; reviewing career programs and developing new ones to meet changing workforce needs; and monitoring progress toward recruitment of faculty and staff whose composition reflects the diverse population being served. (JA)

ED 455 872   JC 010 547

Scheper, George L., Ed.
Community College Humanities Review, 1999.

Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; Educational Economics; *Educational Finance; *Financial Policy; *Institutional Characteristics; National Norms; National Surveys; *Operating Expenses; Program Costs; *Statistics; Tables (Data); Two Year Colleges; Unit Costs

This report, from the National Association of College and University Business Officers' (NACUBO), is the nineteenth in a series of comparative data studies of public two-year colleges. A result of an intensive six-month study involving 252 community colleges, it contains financial and other statistics for fiscal year 1997-98. Report highlights include: (1) mean revenues per credit full-time-equivalent (FTE) student was $6,254 (tuition and fees, appropriations, gifts, grants, contracts, and other); (2) on average, students paid $1,783 in tuition and fees; (3) students spent approximately $6,208 per credit FTE student; (4) at the median college, 62% of all expenditures were directed to academic programs, and 50% of expenditures to instruction alone; (5) institutions averaged one credit instructional staff member for every 19 credit FTE students, one counseling and career guidance staff member for every 434 credit FTE students, and one institutional support staff member for every 81 credit FTE students; (6) on average, 41% of credit instructional faculty FTEs were part-time; and (7) institutions employed 113 staff members per 1,000 credit FTE students. The report contains a list of all 252 participating community colleges. (NB)

ED 455 892 JC 010 574

Overview of Graduate Placement Report, 2000-01: Results of the 1998-99 Automated Student and Adult Learner Follow-Up System (ASALFS).
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Assessment; *Employment; Graduate Surveys; *Job Placement; *Outcomes of Education; *Program Evaluation; Student Attitudes; Two Year College Students; Two Year Colleges

This report presents the results for the Automated Student and Adult Learner Follow-up System at South Texas Community College (STCC). It details the employment and further education experiences of STCC students who graduated in 1998-99. All technical programs at the college are required to meet a standard of 85% placement of graduates. Successful placement includes employment and/or further pursuit of higher education. Data were collected from student records and graduate follow-up surveys. Results indicated that all of technical programs at the college, with the exception of Childcare and Development (84%), met the minimum standard of 85%. In the last five years, all of the technical programs overall have met their minimum standards, with all programs in the last five years having achieved a success rate of 90-plus percent. In looking at specific courses of study within each technical program, the following courses of study did not meet the 85% threshold in the 98/99 year: computer specialist (75%), word processing clerk (84%), Health Unit Coordination (79%), and Heating, Ventilation and Air Conditioning AAS (67%). (LD)

ED 455 893 JC 010 575

Characteristics; *Administrator Effectiveness; *Administrator Guides; *Administrators; Brain; Budgeting; Child Caregivers; *Day Care; Decision Making; Early Childhood Education; Personnel Management; *Professional Development; *Program Administration; Program Improvement; Public Relations; Teacher Administrator Relationship
IDENTIFIERS- Brain Development; *Day Care Quality

This guide is a comprehensive manual for administrators who manage child care facilities. The guide provides practical help with the ultimate goal of improving the quality of programs for young children and helping directors and teachers be more effective in their work. The chapters are: (1) "Qualities and Characteristics of an Effective Director"; (2) "Management Techniques"; (3) "Financial Management"; (4) "Public Relations"; (5) "Personnel Policies and Procedures"; and (6) "Building on the Research," focusing on findings of brain research that provide support for quality child care practices. Each chapter lists recommended readings or Internet resources. Appended are sample newsletters and letters to families, employment packets, job descriptions for support staff, a faculty manual, and resources. (KB)

ED 455 912 PS 029 625

Newman, Rita, Ed.; Hearron, Patricia, Ed.
Focus on Pre-K & K, Ages 4-6: A Quarterly Newsletter for the Education Community, 1999-2000.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Books; *Child Abuse; Childrens Literature; Class Activities; *Computer Uses in Education; *Early Childhood Education; Internet; Kindergarten; Learning Activities; Multiple Intelligences; Newsletters; *Play; Preschool Curriculum; *State Standards

These four quarterly newsletter issues address various topics of interest to teachers of young children. Each issue features articles on a specific theme, along with regular columns. The Fall 1999 issue focuses on curricula that emphasize the value of authentic learning and describes a project on community helpers as it evolved in a kindergarten classroom. A second article explains how teachers can shape school to fit the individual child by combining selected picture books with meaningful activities. The Winter 1999 issue focuses on using computers in kindergarten, suggesting that computer applications are best viewed as languages. A second article focuses on computers as tools for enhancing academic skills. The executive board vice president's column discusses international cooperation among early childhood practitioners. The Spring 2000 issue focuses on applying research findings in the classroom. One article demonstrates how a play-based K-1 multiage classroom met rigorous state standards. A second article discusses how 4- and 5-year-olds can respond to and learn from art and art history. The Summer 2000 issue addresses the implications of physical, sexual, or emotional abuse of young children. The first article provides a definition of child abuse, offers guidance for educators, and discusses educational implications. The vice president's column presents information on educational systems in Finland and New Zealand. (KB)

ED 455 913 PS 029 626

Prior to the enactment of the State Children's Health Insurance Program (SCHIP), policymakers examined the need to safeguard the private insurance market from "crowd out," the substitution of public health insurance coverage for private health insurance coverage. This qualitative study examined how 18 states are addressing crowd out, the degree to which state officials perceive crowd out to be occurring, and the implications of crowd-out prevention strategies on enrollment. Data were collected through site visits and telephone interviews with a broad range of key informants in the 18 states (Alabama, California, Colorado, Connecticut, Florida, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Texas, Washington, and Wisconsin). Findings indicate that 17 states adopted policies to address crowd out. Seven types of crowd-out strategies were identified: (1) waiting periods; (2) monitoring/application questions regarding children's health insurance status; (3) verifying insurance status against databases of private coverage; (4) cost sharing; (5) subsidizing employer-based coverage; and (6) imposing obligations on employers or insurers. SCHIP and Medicaid officials, as well as other key informants, consistently reported little to no concern over crowd out. However, the pressures to increase enrollment have begun to outweigh concerns about crowd out at the state and local levels. It was concluded that although it is difficult to predict the direction that SCHIP will take, clearly the issues surrounding crowd out will continue to influence the discussion, particularly as the program reaches higher income families. (Two appendices delineate the types of policies to deter crowd out in 50 states and the District of Columbia, and list key SCHIP and Medicaid contacts in the study states. Contains 16 references.) (KB)

ED 455 931   PS 029 686

Hess, Doug
Hunger Doesn't Take a Vacation: Summer Nutrition Status Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Edna McConnell Clark Foundation, New York, NY.; A.L. Mailman Family Foundation, Inc.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Charles H. Revson Foundation, Inc., New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Open Society Inst., New York, NY.; New Prospect Foundation, Wilmette, IL.; Philip Morris Inc., New York, NY.; Public Welfare Foundation, Washington, DC.; Butler Family Fund, Washington, DC.; Deer Creek Foundation, St. Louis, MO.; General Mills Foundation, Wayzata, MN.; Grocery Manufacturers of America, Inc., Washington, DC.; National Dairy Council, Rosemont, IL.
PUB DATE- 01
NOTE- 18p.; Also funded by BPI Technology, Inc., Birkenstock, Food Marketing Institute, Gerber Foundation, Robert P. and Judith N. Goldberg Foundation, Kraft Foods, Inc., Land O'Lakes Foundation, MAZON: A Jewish Response to Hunger, Moriah Fund, NAPIL, Nestle USA, Presbyterian Hunger Program, Sara Lee Foundation, Share Our Strength, Slim-Fast Foods Company, Taste of the NFL, Unilever United States, Inc., United Food and Commercial Workers, UCC Hunger Action Office, Washington Ethical Society, and Wilmer, Cutler & Pickering. For the 2000 report, see ED 454 941; for an additional report, see ED 386 324.
LANGUAGE- English

DESCRIPTORS- Evaluation Methods; *Infant Care; *Infants; Measurement Techniques; Preschool Education; Program Evaluation; Program Improvement; Self Evaluation (Groups); Standards; *Toddlers
IDENTIFIERS- *Day Care Quality

Intended for use by childcare center directors, this guide presents the Quick Quality Check, a practical method for measuring and improving the quality of care in infant/toddler classrooms. The four chapters of the guide discuss the specifics of the Quick Quality Check method for both infants and toddlers, including the instrument development, as well as how to implement the system and adapt a program after evaluation. Categories of observation for the 15-item Quick Quality Check for Infants are play, physical care, and interactions with caregivers. Categories of observation for the 15-item Quick Quality Check for Toddlers are activities, environment, and interactions with caregivers. The measure is best used as an overall index of the quality of care and not to evaluate individual caregivers. The results can also be used in helping caregivers to focus on ways to improve their classrooms and can be used when talking with parents about child care. The guide's five appendices include examples of the infant and toddler quality checks, information for classroom staff about the observation, a summary of research findings on quality child care, and references. (Contains 12 references.) (KB)

ED 455 952   PS 029 715

The State of Our Nation's Youth, 2001-2002.
PUB DATE- 01
NOTE- 66p.; For the 2000-2001 report, see ED 444 690.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Attitudes; *Adolescents; Aspiration; Attitude Change; Career Choice; Comparative Analysis; Discipline; Extracurricular Activities; Family Life; Family Relationship; High School Students; High Schools; *Interests; Marriage; National Surveys; Parent Child Relationship; School Attitudes; Sex Differences; Social Attitudes; *Student Attitudes; Student Motivation; Tables (Data); Telephone Surveys; *Well Being; Work Attitudes; Youth Problems

This report details 2001-2002 findings of an annual, national survey of the attitudes and plans of American adolescents. Participating in the telephone survey was a nationally representative sample of 1,014 students 13 to 18 years of age in ninth through twelfth grade. The report summarizes findings "at a glance" and discusses findings under the following headings: (1) schools making the grade; (2) academic approaches; (3) students and social pressure; (4) students and their families; (5) role models; (6) life beyond school; and (7) youth views on the media. Among the key findings, the report notes that American youth feel supported by their families, teachers, and administrators. Respondents believe that the schools do everything they can to keep their students safe. Findings offer strong evidence that all elements of students' lives relate to one another. Home life, social life, pressures, and after-school work life all strongly influence students' school life. Three distinct approaches to academics were identified among today's students, who were classified as follows: front-row students take school seriously and put great effort into studies; middle-seat students appreciate education but do not always make it their first priority; and back-row

ED 455 972 PS 029 776

Bruns, Deborah A.; Corso, Robert M.
Working with Culturally & Linguistically Diverse Families. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; Cultural Traits; Early Childhood Education; Family Characteristics; Family Environment; Family History; Family Needs; *Family School Relationship; *Family (Sociological Unit); Family Structure; *Intercultural Communication; *Interpersonal Relationship; Program Evaluation
IDENTIFIERS- ERIC Digests

During the 1990s, there was heightened awareness among early childhood researchers of the need to examine efforts to provide programs and services responsive to the needs and preferences of families of young children from diverse cultural and linguistic groups. This Digest presents strategies supported by the research literature to enhance interactions with families from diverse cultural and linguistic backgrounds. After discussing issues involved in the development of relationships between professionals and the families they serve, the Digest suggests the following strategies for working with families: (1) respect the uniqueness of each family system; (2) develop a personalized relationship with families; (3) communicate in culturally appropriate ways; (4) recruit staff who view diversity as an asset; (5) create alliances with cultural guides; and (6) evaluate process and outcomes. (Contains 12 references.) (LPP)

ED 455 973 PS 029 777

Donahoo, Saran
Perspectives on Charter Schools: A Review for Parents. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Charter Schools; *Educational Attitudes; Educational Legislation; Educational Research; Elementary Secondary Education; Nontraditional Education; Parent School Relationship; *School Effectiveness; School Organization
IDENTIFIERS- ERIC Digests

Recently, charter schools have gained popularity with parents, students, and others as alternatives to public schools, but what are charter schools and what effects are they having? This digest defines charter schools and clarifies some of the administrative and legal details surrounding such schools. The digest also lays out some of the potential benefits of and goal areas: education and workforce training, physical infrastructure, civic capacity and leadership, dynamic local economies, and health care. The financial report presents tables showing appropriations for regional development programs, Appalachian Development Highway System authorizations and obligations, cumulative funding by state, non-highway project totals, and non-highway project amounts for each of the 13 states served by ARC. Population figures for each state, by county, are given, and contact information is given for local development districts, which are shown on a map. (TD)

ED 455 992 RC 023 106

Martinez, George A.
The Legal Construction of Race: Mexican-Americans and Whiteness. Occasional Paper No. 54. Latino Studies Series.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Colonialism; *Court Litigation; Critical Theory; Definitions; Mexican American Education; Mexican American History; *Mexican Americans; Power Structure; *Racial Discrimination; *Racial Identification; United States History; *Whites
IDENTIFIERS- Hegemony

Mexican Americans were legally defined as Whites as a result of treaty obligations with Mexico that expressly allowed Mexicans to become U.S. citizens. Federal laws of the time required that an alien be White to become a U.S. citizen. The government of Mexico and the U.S. Department of State pressured the U.S. Census Bureau to reclassify Mexican Americans as White. In a Texas school desegregation case, the court held that Mexican American children could not be segregated on a racial basis but did permit segregation on the basis of linguistic difficulties or migrant status. Historically, institutions controlled by dominant groups have determined the legal definitions of racial groups and imposed those definitions in ways that maintained the status quo. The law recognizes racial group identity when such identity is a basis for exclusion and subordination but often refuses to recognize group identity when asserted as a basis for affirming rights and resisting subordination. Examples of this can be seen in a Texas court ruling that imposed a definition of "White" on Mexican Americans protesting their exclusion from grand and petit juries as a distinct group, and in a court rejection of Mexican American claims for class representation in a class action suit seeking equal educational opportunities. Although Mexican Americans have been legally constructed as White, this legal status has had only marginal impact on daily life because of colonial discourses constructing Mexican Americans as racially "other." (Contains 99 endnotes.) (TD)

ED 455 993 RC 023 107

Odasz, Frank
Echoes in the Electronic Wind: A Native American Cross-Cultural Internet Guide.
PUB DATE- 00
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

state to identify the fundamental requirements and costs for a quality education that meets Oregon's academic standards. It will determine the funding of Oregon schools. Among the assumptions upon which the QEM is built were that elementary school enrollment is 340 students, middle school enrollment is 500, high school enrollment is 1,000, and schools are close to an urbanized area. In this white paper, the QEM is applied to schools with characteristics significantly different from those assumptions. Data are presented showing how much more education costs in such schools and where those costs are centered. Findings are used to generate recommendations for policymakers on how to assure equity of services for small, rural schools. A review of the QEM funding scheme and the formula that weights the student count to offset additional costs for small schools yields the following recommendations: "small" must be redefined, a middle school element must be created, centralized services must be reviewed for districts with low enrollment, weighting must be modified to reflect QEM cost elements, and funding levels must be aligned with Ballot Measure 1. In addition, some protection is recommended to prevent spending of education dollars on student transportation in sparsely populated school districts. A separate revenue stream may enable remote school districts to access infrastructure commonly available in urban areas. (TD)

ED 456 010   RC 023 138

Rodriguez, Nelson M., Ed.; Villaverde, Leila E., Ed.
Dismantling White Privilege: Pedagogy, Politics, and Whiteness. Counterpoints: Studies in the Postmodern Theory of Education, Vol. 73.
PUB DATE- 00
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Consciousness Raising; Cultural Images; *Educational Strategies; Ethnicity; Higher Education; *Multicultural Education; Perspective Taking; *Racial Identification; *Whites
IDENTIFIERS- *Critical Pedagogy; *Identity Formation; Social Constructivism; Social Justice

Challenging the assumption that the study of race focuses only on "people of color," many scholars are investigating the historical and social construction of "Whiteness." This book critically interrogates whiteness across contexts; contends that "marking" Whiteness--illuminating veiled cultural assumptions of Whiteness as the norm--is an important step toward social justice; and links analyses of Whiteness to the discourse of critical pedagogy. Topics include critical analysis of whiteness as part of multicultural education, invisible white hegemony in distance education and instructional technologies, experiences of a Mexican American poet in graduate school, studying blues music to raise student awareness of cultural images, professional identity formation among White women teachers in northern aboriginal schools, and consciousness raising strategies in the classroom. The 11 chapters are: "Projects of Whiteness in a Critical Pedagogy" (Nelson M. Rodriguez); "Virtual Shades of Pale: Educational Technologies and the Electronic 'Other'" (Vicki K. Carter); "Border Crossing: The Act and Implications in the Production of Art vis a vis Patriarchy and Whiteness" (Leila E. Villaverde); "'As If Bereav'd of Light': Decoding Whiteness in My Academia" (San Juanita Garza); "Where's My Body and What's on It?

DESCRIPTORS- Algebra; *Educational Change; Elementary Secondary Education; *Equal Education; Geometry; *Mathematics Achievement; Mathematics Instruction; *Program Effectiveness

This paper discusses learning outcomes resulting from three national curricular reform efforts in mathematics. Focus is placed on the College Board's Equity 2000 program which operates on the principle that all students are given the opportunity to demonstrate high levels of academic achievement in mathematics. Information is provided on the Equity 2000 program and its effectiveness is evaluated. Enrollment and achievement trend data are also presented in discussing the effects of the program. This paper emphasizes the limitations and challenges of measuring Equity 2000's effect on mathematics achievement and concludes that it continues to be effective in raising student achievement in mathematics. (ASK)

ED 456 029 SE 065 064

Basca, Belinda B.; Grotzer, Tina A.

Focusing on the Nature of Causality in a Unit on Pressure: How Does It Affect Student Understanding?

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 01

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). This paper is based on the results of research performed in the second year of the "Understandings of Consequence Project," a project supported by the National Science Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Concept Formation; Force; Junior High Schools; Misconceptions; *Physics; *Pressure (Physics); Science Curriculum; Science Education

IDENTIFIERS- *Causal Reasoning

Although pressure forms the basis for understanding topics such as the internal structure of the earth, weather cycles, rock formation, Bernoulli's principle, and plate tectonics, the presence of this concept in the school curriculum is at a minimal level. This paper suggests that the ideas, misconceptions, and perceptions of students have to do with an understanding of the nature of causality. Previous studies have shown that in many examples students have difficulty identifying air pressure as the cause of the results of experiments and demonstrations such as an egg being pushed into a bottle. The results of the study support focusing on causal structure in teaching science concepts. Appended are typical responses of students who moved from simpler models to relational causal models on the open-ended inventory. (Contains 43 references and 10 tables.) (YDS)

ED 456 030 SE 065 068

Klein, Christine; Corse, Jean; Grigsby, Vivian; Hardin, Sharonica; Ward, Cheryl

A Museum School: Building Grounded Theory as Two Cultures Meet.

PUB DATE- 01

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

educational opportunity, the book finds that the nation has fallen short of providing decent schooling for its most disadvantaged children, and in so doing has delayed the movement toward social and political equality. Acknowledging the serious legal and civic concerns registered by choice opponents, the book proposes that providing poor people with public support to attend religious schools is consistent with both the pluralist constitutional model envisioned by James Madison and the practices common to contemporary democratic societies. The book concludes that choice merits support from all sides of the political spectrum because a sound education is an essential foundation for any policy strategy designed to promote a healthy democratic society. Contains extensive notes. (BT)

ED 456 050   SO 031 415

Teaching Guide on Preventing Violent International Conflict.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Antisocial Behavior; *Conflict Resolution; Curriculum Enrichment; *Essays; Global Approach; High Schools; *International Relations; *Peace; Social Studies; Student Research
IDENTIFIERS- *Peace Education

In the belief that questions about peace, justice, freedom, and security are vital to civic education, the United States Institute of Peace established the National Peace Essay Contest, which is designed to promote discussion of international peace and conflict resolution, complement existing curricula, and strengthen students' research, writing, and reasoning skills. This teaching guide provides five lessons that will help students fulfill certain educational objectives. Lesson 1 acquaints the students with the essay question on "Preventing Violent International Conflict," presenting concepts used in the essay question with exercises designed to activate student understanding. Lesson 2 presents two case studies with background information and primary sources to illustrate success and failure in preventing violent international conflict. Teachers can use this lesson to explain how to use primary source materials as evidence to support or refute a thesis statement. Lesson 3 reinforces the analytical skills developed in the previous lesson through small group and class discussions. The essay question is reintroduced in lesson 4, allowing class members to compose sample essays integrating the concepts and case study materials. Lesson 5 prepares students to write individual essays. (BT)

ED 456 051   SO 031 527

Page, Kim
Uniform Blues: 4th Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

ED 456 073 SO 032 472

Schilling, Tim
Electronic Money.
PUB DATE- 99
NOTE- 22p.; One of a series of essays adapted from articles in "On Reserve," a newsletter published by the Federal Reserve Bank of Chicago. The original article was written by Keith Feiler. For other essays in this series, see SO 032 469-473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Banking; Consumer Education; Economics Education; Secondary Education; Social Studies; *Technological Advancement
IDENTIFIERS- *Electronic Funds Transfer; *Money; Money Attitudes

Thirty years ago a cashless society was predicted for the near future; paper currency and checks would be an antiquated symbol of the past. Consumers would embrace a new alternative for making payments: electronic money. But currency is still used for 87% of payments, mainly for "nickel and dime" purchases. And checks are the payment choice for about 10% of transactions each year. However, the percentage of transactions done electronically is growing dramatically. This growth is made possible by electronic funds transfer (EFT) systems, which move funds in and out of accounts using electronic impulses. This booklet discusses the different types of EFT systems and looks at the future of electronic money. The booklet contains the following sections: "ATM and POS Systems"; "Direct Payment"; "Stored-Value and Smart Cards"; "Home Banking"; "Consumer Resistance"; "Consumer Acceptance"; and "What Does the Future Offer?" Contains a glossary and a list of additional readings. Included with the booklet is a teaching guide that contains content questions and answers. (BT)

ED 456 074 SO 032 473

Gittings, Tom; Goldsmith, Ken
Money Matters: The American Experience with Money.
PUB DATE- 00
NOTE- 26p.; One of a series of essays adapted from articles in "On Reserve," a newsletter published by the Federal Reserve Bank of Chicago. The original article was written by Keith Feiler. For other essays in this series, see SO 032 469-473.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consumer Education; Economics Education; *Government Role; *Monetary Systems; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Federal Reserve System; *Money; *Money Attitudes; United States Constitution

From the earliest times when commodities such as tobacco and beaver pelts were used as money, to the present when credit and debit cards are commonplace, money has played a central role in

Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; *Student Centered Curriculum; *Teaching Methods
IDENTIFIERS- California State University; Kumon Mathematical Method; *Learner Centered Instruction; Singapore

This study examines what makes a high quality teacher, analyzing educators' choices of teaching methodology (teacher-centered or student-centered) and what methods are favored by the California State University (CSU) schools of education. Part 1, "Teaching Methods and the Research Evidence," describes various competing teaching methodologies and examines the research evidence regarding which methods are most effective in raising student performance. Part 2, "Teaching Methods and the California State University Schools of Education," considers this research in analyzing the teacher education curriculum at various schools of education in the CSU system. Part 3, "Models for Reform: Singapore, Kumon, and Nancy Ichinaga," analyzes teaching methods used in Singapore, whose students rank at the top of international comparisons, and Kumon, the most popular after-school program in the world. Part 4, "How To Improve Teacher Training," provides recommendations to make teacher education more results-oriented and focused on improving measurable student skills and knowledge. (SM)

ED 456 095   SP 040 175

Sternberg, Robert J.; Grigorenko, Elena L.
Teaching for Successful Intelligence To Increase Student Learning and Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 178p.; Also supported by the Smart Family Foundation and a grant from the Summerbridge Program of the Hopkins School, New Haven, Connecticut.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Creative Thinking; Elementary Secondary Education; *Intelligence; Problem Solving; Teaching Methods; *Thinking Skills
IDENTIFIERS- Analytical Reasoning; Practical Reasoning

This book provides K-12 teachers with a series of lessons that promote the development of students' analytical, creative, and practical thinking skills. It is based on the theory of successful intelligence, which suggests that successful people use all three skills to achieve success. The book supplies educators with theories, techniques, lessons, examples, and instructional units that can be adapted to numerous subject areas and grade levels. It includes an actual case study which utilized the successful intelligence approach to improve reading proficiency. Part one introduces the theory of successful intelligence and gives its underlying research support. After defining successful intelligence, it provides empirical support for the theory and background on why teaching successful intelligence is so important and so difficult in the educational system today. Part two concentrates on the three successful intelligence abilities and how teachers can foster these skills through classroom teaching. It presents 40 lessons and suggestions for applying the lessons to specific subject

Trust (Psychology); *Youth Programs
IDENTIFIERS- Big Brother Big Sister Programs

This guide describes 10 important features of successful mentors' attitudes and styles, using data from an examination of 82 pairs of mentors and adolescents in Big Brothers Big Sisters mentoring programs nationwide. The key reasons that certain mentoring relationships succeeded while others failed was related to the expectations and approaches of the mentors. Successful mentors understood that positive changes in the lives of young people would not happen quickly or automatically. If they were to happen at all, the mentor and youth had to meet long enough and often enough to build a relationship that helped the youth feel supported and safe, develop self-confidence and self-esteem, and see new possibilities in life. The 10 necessary features include: be a friend; have realistic goals and expectations; have fun together; give the mentee voice and choice in deciding on activities; be positive; let the mentee have much of the control over what the two of them talk about and how they talk about it; listen; respect the trust the mentee places in the mentor; remember that the mentor's relationship is with the youth, not with the youth's parents; and remember that the mentor is responsible for building the relationship. (SM)

ED 456 115 SP 040 198

Busick, Kathy; Mann, Monica
Weaving Standards into Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Quality; Elementary Secondary Education; Evaluation Methods; Lesson Plans; *Performance Based Assessment; Planning; Student Evaluation; Units of Study

This guide provides practical support for teachers as they tackle the challenges of planning and implementing lessons, units, and assessments that energize student learning and progress toward standards. Section 1, "Gathering Materials," provides the basic materials for approaching standards-based learning (definitions of key terms, grade-cluster benchmarks, and performance standards). It also examines the rationale and purpose of standards-based learning. Section 2, "Learning To Weave with Standards: How to Build Standards-Based Learning Experiences with Embedded Assessments," presents a way of understanding what specific standards really mean through five steps (with examples) for building standards-based lessons. Section 3, "Creating a Strong and Beautiful Basket: Building Standards-Based Units with Connected Learning Experiences and Assessments," provides a process for planning units that align standards, instruction, assessment, and recording and reporting progress toward achievement of standards. There are examples from a variety of grade levels, subject areas, and places throughout the Pacific region. Section 4, "Resources for Strengthening the Weave," provides worksheets for lessons and a planning form for creating units. There are also tips and

ED 456 136   TM 033 195

Pellegrino, James W.
Rethinking and Redesigning Education Assessment. Preschool through Postsecondary.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Metropolitan Life Foundation.
PUB DATE- 01
NOTE- 11p.; Part of a series of essays supported by the Metropolitan Life Foundation Change in Education Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Testing; *Educational Technology; Elementary Secondary Education; Models; *Student Evaluation; *Test Construction

The recent National Research Council (NRC) report, "Knowing What Students Know: The Science and Design of Educational Assessment," suggests that it is time to rethink the basic assumptions underlying assessment of students and the use of measurement data to enhance teaching and learning. This essay draws on arguments developed in the NRC report to consider why change is needed and how contemporary knowledge and information technologies can bring about the necessary and desired redesign of educational assessment. Expectations about what students should learn have changed in response to social, economic, and technological changes and as a result of the standards-based reform movement. This has resulted in increased testing, although current assessment systems are generally the product of outmoded theories and are characterized by the underuse of technology. Merging research on cognition, measurement, and technology suggests directions for revamping assessment practices to use assessments to inform teachers about the nature of student learning. Powerful information technologies will become as ubiquitous in education as they are in other settings, especially in the design of learning environments. Developing and implementing assessments that take advantage of new technologies will be expensive, but these costs represent an investment in education and the future. (SLD)

ED 456 137   TM 033 199

Clarke, Marguerite; Madaus, George; Pedulla, Joseph; Shore, Arnold
An Agenda for Research on Educational Testing. NBETPP Statements, Volume 1, Number 1.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Agenda Setting; Educational Research; *Educational Testing; Elementary Secondary Education; *Research Needs; Technological Advancement

The educational research agenda proposed by the National Board on Educational Testing and Public Policy has five priorities. The first is monitoring the effects of state-level tests, including promotion and exit-level examinations, and teacher testing. The second priority is designing state systems for accountability that link technical possibilities with public policy issues. A third priority is understanding the role of tests in standards-based educational reform. This means investigating a possible setting process, the paper discusses the theoretical basis and rationale for this newly developed method and presents the practical advantages of the item mapping method. Empirical evidence supporting the use of the item mapping method is provided by comparing the results from four standard setting studies for diverse licensure and certification examinations. The 4 cut scores, involving 79, 73, 43, and 53 items respectively, were conducted using both the item mapping and Angoff methods. Rating data from the four standard setting studies using each of the two methods were analyzed using item-by-rater random effects generalizability and dependability studies to examine which method yields higher inter-judge consistency. Results indicate that the item-mapping method produced higher inter-judge consistency and achieved greater rater agreement than the Angoff method. Another finding is that the item mapping method set consistently lower cut scores than the Angoff method. This result is consistent with other research findings that show unrealistically high ratings from the Angoff method or other test-centered standard setting methods that require judges to rate item by item. (Contains 3 tables, 3 figures, and 30 references.) (Author/SLD)

ED 456 157   TM 033 220

Benford, Russell; Lawson, Anton E.
Relationships between Effective Inquiry Use and the Development of Scientific Reasoning Skills in College Biology Labs.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; College Faculty; *College Students; Higher Education; *Inquiry; *Teaching Methods; *Thinking Skills
IDENTIFIERS- *Scientific Thinking

Two hypotheses regarding the relationship between scientific reasoning skills and the use of the inquiry method of instruction in college biology labs were examined. The first hypothesis was that scientific reasoning skills influence an instructor's ability to teach biology using inquiry. The second hypothesis was that the effectiveness with which an instructor uses inquiry affects the pedagogical outcome of a lesson. To test the first hypothesis, 9 instructors teaching 702 students in an introductory biology course for nonmajors were evaluated for their scientific reasoning skills and understanding of the nature of science. Data were also collected on instructors' prior exposure to inquiry, educational level, teaching experience, subject knowledge, and verbal, quantitative, and analytical reasoning skills. An instrument was used to quantify the effectiveness with which instructors use inquiry as an instructional technique. As expected, performance on tests of scientific reasoning and analytical reasoning skills were predictors of effective inquiry use. To test the second hypothesis on the relationship between the effective use of inquiry and pedagogical outcome, data on students' scientific reasoning skills, understanding of the nature of science, subject knowledge, and overall satisfaction with the instructor were gathered. As expected, students of instructors who used inquiry more effectively experienced greater normalized gains in scientific reasoning than students of instructors who used inquiry less effectively. A negative correlation between instructor inquiry use and student understanding of the nature

PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cohort Analysis; Research Methodology; *Urban Areas; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Welfare Reform

This paper describes the design of a study intended to examine the devolution of welfare in four cities. The study will measure the economic effects of new policies on individual and potential welfare recipients; describe the new programs and policies as they are put in place; examine the experiences of a small number of families; look at how the new policies and funding mechanisms affect both for-profit institutions and nonprofit and public service delivery systems; and assess changes in the social and economic vitality of neighborhoods. The study focuses on the portion of the impact analysis that uses administrative data. It uses a multiple cohort design, in which a group of those receiving welfare or at risk of receiving welfare will be followed over time, and their outcomes will be compared. The paper describes: a model of the impacts of welfare reform (the treatments and predicted effects); the proposed design (a multiple cohort analysis); hypothetical examples of multiple cohort analysis; random assignment evaluation as multiple cohort analysis; national variation in outcomes across cohorts; selecting cohorts; and data sources. An appendix presents econometrics of the multiple cohort design. (SM)

ED 456 177 UD 034 349

Baker, Scott
A Paradigm of Paradox: Race, Class, and Desegregation in the South.
PUB DATE- 00
NOTE- 29p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Race Relations Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Black Students; Black Teachers; Civil Rights; College Admission; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Federal Legislation; Higher Education; Politics of Education; Poverty; Public Education; Racial Discrimination; Racial Segregation; *School Desegregation; Social Class; Standardized Tests; Teacher Salaries
IDENTIFIERS- *United States (South)

This paper explores paradoxes of southern school and university segregation, analyzing how National Association for the Advancement of Colored People (NAACP) litigation and local African American activism altered southern public education. The paradoxes first surfaced in the 1940s, when the constitutionality of separate and unequal salary schedules for black and white teachers was challenged. Though NAACP-sponsored litigation forced changes, other types of discrimination surfaced (e.g., salaries based on test scores). The constitutionality of segregation in higher education was school desegregation enhances the academic progress of African American students, increases suspension rates but cuts dropout rates among minority students, positively impacts long-term occupational consequences for African Americans, and breaks the cycle of racial isolation. Although some benefits are common outcomes of attending racially/ethnically diverse schools, the mere fact of having a diverse student body does not automatically lead to them. The specific nature of the educational situation and process significantly impacts a wide range of student outcomes. Desegregated schools have one of four orientations, each with important implications for students: business as usual, assimilation, pluralistic coexistence, and integrated pluralism. Integrated pluralism is the most likely to produce positive outcomes of desegregation. Research on K-12 desegregation underlines the importance of anticipating the possibility of resegregation and of implementing active policies to prevent it. The first three institutional approaches to desegregation are associated with resegregation. Factors conducive to achieving integrated pluralism include support of relevant authorities, cooperation toward mutually valued goals, and equal status for members of all groups. (Contains 37 references.) (SM)

ED 456 196   UD 034 371

Kurlaender, Michal; Yun, John T.
Is Diversity a Compelling Educational Interest? Evidence from Louisville.
PUB DATE- 01
NOTE- 32p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p111-141. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Black Students; Citizenship; Court Litigation; Critical Thinking; *Diversity (Student); Educational Legislation; *Equal Education; High School Students; High Schools; Minority Group Children; Public Schools; Racial Segregation; School Desegregation; Student Attitudes; Thinking Skills
IDENTIFIERS- Jefferson County Public Schools KY

This study evaluated whether or not there was a compelling educational interest in diversity within the Jefferson County, Kentucky, public schools. High school students (mainly juniors) completed the Diversity Assessment Questionnaire, which asked about their experiences with diversity in their schools and classrooms. It also examined students' future goals, educational aspirations, attitudes, and interests. Participating students were categorized as White, African American, or other. This study focused on three important educational outcomes: critical thinking skills, future educational goals, and citizenship. It disaggregated the data by racial groups. Composite variables were created from those questions that represented the students' aspirations for higher education and their comfort levels living and working in multiracial environments. Overall, there were high levels of diversity in both curricular and social interactions and high levels of equality between races in the perceived educational opportunities for students. Both African American and White students reported benefiting greatly from the diversity of their schools. They believed there were strong educational benefits in all three outcomes. There was a strong uniformity

PUB DATE- 99
NOTE- 198p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; Cultural Awareness; *Cultural Context; Cultural Differences; *Cultural Images; Cultural Influences; *Ethnic Groups; Foreign Countries; *Humanities; *Indigenous Populations; Intercultural Communication; Multicultural Education; Two Year Colleges; Western Civilization
IDENTIFIERS- Aztec Art; *Mexico; *National Endowment for the Humanities

This special issue of the Community College Humanities Review contains articles generated by National Endowment for the Humanities Summer Institutes, held over several years. The institutes provided opportunities for academics from a variety of humanities disciplines and types of institutions to interact over an extended period of common study of topics associated with the encounters of European and indigenous cultures in the New World. The papers included are: (1) "Gender Relations and Political Legitimacy: Replacing Patrilineal with Ancestral Inheritance of Power in Ancient Mayan Society" (Lowell S. Gustafson); (2) "The Making of the Face and Heart: Notes on an Aztec Metaphor" (Paul Aviles); (3) "Image as Text in Post-Contact Mexican Books and Artifacts of Indigenous Origin" (George L. Scheper); (4) "Constructing Nature and Ordering Space/Spain and Mexico" (Mary Ruth Donnelly); (5) "Kiva in the Cloister" (Felix Heap); (6) "La Llorona: the Weeping Woman" (RoseAnna Mueller); (7) "The Liminal Space of Desire in the New Poetry of Alma Luz Villanueva" (Cesar A. Gonzalez-T.); (8) "Writing Shalako: The Anthropologist as Tourist, from Cushing to the Tedlocks" (Ron Denson); and (9) "Seriously Funny Native American Authors" Jacqulyn Kilpatrick. (NB)

ED 455 873 JC 010 548

Mississippi's Public Community and Junior Colleges Fall 2000 Preliminary Enrollment Report.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; *Community Colleges; Credit Courses; Educational Administration; *Enrollment; Enrollment Rate; Enrollment Trends; *Institutional Characteristics; Noncredit Courses; *Public Colleges; *Technical Education; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Mississippi

This report offers statistics on Mississippi's Public Community and Junior Colleges' fall 2000 preliminary enrollment. The first table is a summary of total headcounts, including credit headcounts, noncredit headcounts, technical and vocational headcounts, and full-time and part-time headcounts. The total headcount for all schools is 123,595. The table also catalogs the percent change from fall 1999 to fall 2000 and details virtual community college semester credit hours generated. The report then breaks down total headcount, total credit headcount, and total noncredit headcount in academic, technical, and vocational programs by individual campus. Highlights include: (1) the Clarksdale campus of Coahoma Community College had 516 full-time students and 503 part-time students enrolled in academic classes, 88 full-time and 4 part-

Decker, Corey, Ed.
Guide to Technical, Trade, & Business Schools Including All Community Colleges: Southeast Edition, 1998-2000.
PUB DATE- 98
NOTE- 500p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Business Education; College Admission; *Community Colleges; Degrees (Academic); *Directories; Technical Education; *Technical Institutes; Tuition; Two Year Colleges; Vocational Education; *Vocational Schools
IDENTIFIERS- *United States (Southeast)

This regional 1998-2000 guide (one of four--Northeast, Southeast, Midwest, and West) lists community colleges and technical, trade, and business schools in the Southeast United States. School listings are arranged alphabetically by state, and within each state, alphabetically by the school's name. At the end of each volume is a regional index arranged in alphabetical order by state, along with a comprehensive index of all institutions listed in all four volumes of the Guide. The description for each school begins with the school's name, address, and other general data, followed by entries under specific headings, such as Web site, type of school, administrators' names, enrollment data, etc. Four detailed sections follow: (1) Admissions--includes requirements for admissions, admissions procedures, and student body statistics; (2) Financial--offers the latest published tuition figures, along with miscellaneous fees, an estimate for books and supplies, and costs for on- and/or off-campus housing; (3) Academic--includes listings of degrees or certificates/diplomas offered, as well as information on specific academic programs, calendar information, special programs, and school graduates' placement rates; and (4) Student Life--includes information on extracurricular activities, school athletics, housing options, student regulations, and environment and transportation. (NB)

ED 455 894   JC 010 576

Hayes, Charles
The Administrative Theory and Its Application to Decision Making in the Community College.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Administrator Role; Boards of Education; *College Administration; College Presidents; *Community Colleges; Educational Administration; Educational Policy; Individual Needs; *Organizational Theories; Two Year Colleges

This paper investigates the administrative theory and its application in the community college organization. It identifies four assumptions regarding administration: (1) administration is an integrated part of all human life; (2) administration is the process of directing and controlling life in a social organization; (3) the specific function of administration is to develop and regulate the decision-making process in the most effective manner possible; and (4) administrators work with groups or individuals with a group referent, not with individuals as such. The paper argues that

Crawford, Patricia, Ed.
Focus on Elementary (Ages 7-10): A Quarterly Newsletter for the Education Community, 1999-2000.
PUB DATE- 00
NOTE- 34p.; For volume 12, ages 4-6, see PS 029 625.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Aging (Individuals); Bias; Books; Childrens Literature; *Constructivism (Learning); *Elementary Education; *Elementary School Students; Learning Activities; *Multicultural Education; Newsletters; Personal Autonomy; School Safety; Stereotypes; Volunteers; *Writing Instruction
IDENTIFIERS- Halloween; Volunteerism

This document consists of four issues of a newsletter for educators at the elementary level. Each issue features articles on a specific theme along with regular columns. The Fall 1999 issue focuses on the role of autonomy in the elementary classroom using the constructivist approach. A second article presents fire and Halloween safety tips. The executive board vice president's column discusses meeting middle grade students' needs with opportunities. The Winter 1999 issue concerns creating an author's notebook to help students become better writers. A second article discusses Web sites for educators, students, and parents. The vice president's column addresses volunteerism. The Spring 2000 issue focuses on multicultural education, with the feature article addressing common misconceptions. The vice president's column discusses raising reading expectations. The Summer 2000 issue deals with ways to reduce students' age bias through literature and learning experiences. The vice president's column discusses the use of museum exhibits as a model for student engagement. Some newsletter issues include listings of new Web resources. (KB)

ED 455 914 PS 029 627

Kain, Daniel L., Ed.
Focus on Middle School (Ages 11-13): A Quarterly Newsletter for the Education Community, 1999-2000.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; Curriculum; *Gun Control; *Integrated Curriculum; *Middle School Students; *Middle School Teachers; *Middle Schools; Museums; Newsletters; *Oral History; Student Evaluation; Student Needs; Teacher Role; Volunteers
IDENTIFIERS- Student Engagement; Volunteerism

This document consists of four issues of a newsletter for educators at the middle level. The issues each contain a main article, along with shorter articles and regular columns. The Fall 1999 issue focuses on the middle school movement and presents part 1 of an interview with John Lounsbury on the progress of the movement. A sidebar article discusses recommendations of the American Academy of Pediatrics on guns and children. The executive board vice president's column discusses meeting middle grade students' needs with opportunities. The Winter 1999 issue addresses the role of middle school teachers in part 2 of the interview with John Lounsbury. A sidebar article discusses problem-based learning as a model for integrating the middle school curriculum, and the vice president's column discusses student volunteerism. The

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Federal Programs; *Hunger; Low Income Groups; *Nutrition; *Poverty; Program Effectiveness; Tables (Data)
IDENTIFIERS- School Lunch Program; *Summer Food Service Program

This report describes the current status of the Summer Food Service Program (SFSP) and the National School Lunch Program (NSLP) (referred to in combination as the Summer Nutrition Programs), federal entitlement programs providing support for state and local efforts to offer millions of low-income children nutritious summer meals and snacks during supervised activities. Sidebars describe how each program operates. The majority of students who could qualify for these programs are not being served: an additional three million children could be served if all states performed as well as the leading states. States are reaching more children through use of the NSLP in summer school but are reaching fewer children through SFSP. Part of the reason for decreased SFSP participation includes cuts in reimbursements and the elimination of grants to assist sponsors in outreach. Recent national trends indicate that July is the peak month for the summer nutrition programs, with two-thirds of participants served through SFSP and the remainder through NSLP. From 1999 to 2000, there was a 3 percent decline in SFSP participation. The top 10 states for NSLP participation were District of Columbia, Nevada, California, Delaware, New Mexico, New York, Hawaii, South Carolina, Rhode Island, and Utah. The report concludes with eight data tables and one chart illustrating the status of summer nutrition programs. (KB)

ED 455 932   PS 029 694

Assessing Program Quality. NCEDL Spotlights, No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpted from "Defining and Measuring Quality in Early Intervention Programs for Infants and Toddlers with Disabilities and their Families: Challenges and Unresolved Issues" by Lynette S. Aytch, Debby Cryer, Donald B. Bailey, Jr., and Laurie Selz, which appeared in the January 1999 issue of "Early Education & Development."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disabilities; *Early Intervention; *Evaluation Methods; *Measurement Techniques; *Program Evaluation; Research Needs; Young Children

This report discusses a new assessment tool being developed by researchers at the National Center for Early Development and Learning (NCEDL) for assessing early intervention program quality. The Early Intervention Services Assessment Scale (EISAS) is designed to comprehensively assess the quality of early intervention services provided to young children with disabilities and their families. The two versions to the EISAS are detailed: a program version, focusing on assessment, intervention planning, service provision, transition, and administration; and a parent version, focusing on child and family assessment, intervention planning, early intervention services, transition, and administration. The report delineates unresolved issues and challenges, including whether childcare quality research provides a useful framework for understanding early intervention quality and whether the measure can be used students' priorities lie outside of school and are less involved in schools. These groups were distinct in their responses concerning their academics, extracurricular activities, their worries, and their social lives. Finally, students reported particular challenges regarding safety in school, financial pressures, and their grades. The report includes 40 data tables. (KB)

ED 455 953   PS 029 718

Saluja, Gitanjali; Early, Diane M.; Clifford, Richard M.
Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Class Size; Comparative Analysis; *Day Care; Demography; Early Childhood Education; Educational Attainment; Enrollment; *Preschool Teachers; Questionnaires; *Teacher Characteristics; Teacher Qualifications; Teacher Student Ratio
IDENTIFIERS- Caregiver Child Ratio; Caregiver Qualifications; *Program Characteristics

This study assessed demographic information on early childhood programs and teachers of 3- and 4-year-olds. Questionnaires were sent to a random sample of early childhood programs across the United States. Data were collected on teacher characteristics and structural features (enrollment, class size, hours of operation, and ratio of teachers to students) of early childhood programs. Participating were 1,902 teachers. Responses indicated that the vast majority of these teachers were women and that 78 percent of the teachers were white. Approximately 50 percent had earned a college degree, although educational attainment varied among program types. For-profit centers outnumbered other types of centers (29 percent of centers), although the number of early childhood programs in public schools was increasing rapidly (16 percent). Twenty-two percent of centers were affiliated with a religious organization, 25 percent were independent non-profit or other public agency, and 8 percent were Head Start programs. The majority of centers were open for the full day. Racial/ethnic composition in the average classroom was 66 percent white, 15 percent African American, 9 percent Hispanic, 5 percent mixed race, 4 percent Asian American, 1 percent Native American, and 1 percent other. About 60 percent of classrooms had a predominant racial/ethnic group, with Head Start programs most likely to be predominantly African American and church/synagogue-based programs especially likely to be predominantly white. The average classroom had 16.4 children and 2.0 paid staff. (Contains 19 references.) (KB)

ED 455 954   PS 029 723

Brooks, Jennifer L.; Hair, Elizabeth C.; Zaslow, Martha J.
Welfare Reform's Impact on Adolescents: Early Warning Signs. Child Trends Research Brief.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 10p.

problems with charter schools, distinguishing commentary on charter schools from research on them, which is sparse. Proponents of charter schools say that charter schools increase parents' school choice and compel public schools to make improvements they otherwise might not make. Opponents argue that charter schools divert public monies that should be used to improve urban and rural public schools in low-income communities. Opponents also say that many charter schools are financially unstable. The Digest also highlights some research findings concerning issues such as academic achievement, parent satisfaction, and provisions for special education. (Contains 18 references.) (OR)

ED 455 974   PS 029 778

McClellan, Diane E.; Katz, Lilian G.
Evaluando la competencia social en los ninos (Assessing Young Children's Social Competence). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; For the English version, see ED 450 953.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Patterns; Check Lists; *Evaluation Criteria; Individual Development; *Interpersonal Competence; Peer Relationship; Personality; Social Development; Teacher Role; *Young Children
IDENTIFIERS- ERIC Digests

During the past two decades, a convincing body of evidence has accumulated to indicate that unless children achieve minimal social competence by about the age of 6 years, they have a high probability of being at risk into adulthood in several ways. This digest presents a checklist of attributes of child social behavior that teachers are encouraged to examine every 3 or 4 months. The checklist is intended as one of a variety of ways the social well-being of children can be assessed. The attributes indicate adequate social growth if they characterize the child's "usual" behavior. The attributes include individual characteristics, such as positive mood and capacities for empathy and humor; general social skills, such as gaining access to groups at play and work, taking turns fairly and easily, and not drawing inappropriate attention; and peer relationship attributes, such as acceptance rather than neglect or rejection by peers. The digest includes suggestions for teachers for observing and monitoring interactions and cautions awareness of what is appropriate and effective behavior for individual cultures. (Contains 14 references.) (HTH)

ED 455 975   PS 029 794

Patten, Peggy; Robertson, Anne S.
Focus on After-School Time for Violence Prevention. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian Education; *American Indians; Citizenship Responsibility; Cultural Maintenance; Distance Education; Empowerment; *Independent Study; Indigenous Populations; *Internet; *Lifelong Learning; Mentors; Self Determination; *Technological Literacy
IDENTIFIERS- Learning Communities; Native Americans; *Train the Trainer; *Web Sites

This guide is a learning tool to help indigenous people use the Internet to become self-directed learners, join with other self-directed learners to build learning communities, and train others to become self-directed learners. After presenting basic information on how to get online, the guide is organized around four successive levels of self-empowerment. Level 1 describes how to become a self-directed learner, with activities on Web browsing and quick Web tours of fun sites and sites concerned with Native American resources, children, student research, preschool education, primary education, adult literacy, and education in general. Level 2 discusses the power of self-publishing on the Web, and describes how to how to create Web pages, the eight levels of Web-based self-expression, and where to access free Web tools and software. Level 3 discusses the power of building learning communities through Internet collaboration, mentoring, and teaching. Ten Internet collaborative tools are described; online courses are identified; and sites are given for Native American businesses, art, cultural survival, and global organizations supporting Indigenous connectivity. Level 4 covers the power of citizenship and enlightened expectations. Web tours are given that focus on learning communities, training resources for starting e-businesses, electronic democracy, Native American research and higher education, and grantwriting tips and funding sources. Since lifelong learning will supplant K-12 education, the concept of K-100 education is introduced, and resources are given for training trainers and curriculum development. (TD)

ED 455 994 RC 023 109

Loveland, George W.
A Greater Fairness: May Justus as Popular Educator.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Education; Authors; Change Agents; *Childrens Literature; Civil Rights; Elementary Education; *Popular Education; *Racial Integration; Rural Education; *School Community Relationship; School Desegregation; *Social Change; Teachers
IDENTIFIERS- *Appalachia; Highlander Folk School TN

May Justus started teaching at elementary schools in Appalachia in the 1930s. She believed that mountain schools were the center of community life and drew subject matter from the needs of the students rather than imposing a curriculum designed by professional educators. Teaching arts and crafts and operating a communal soup pot at the school, she was conducting democratically structured cooperative study decades before that became the definition of "popular education." She had published 12 children's books by 1939 when she wrote her first book that addressed a social problem--alcoholism. Her books taught

Theoretical Twists on Notions of Race and Sexuality" (Laurie Fuller); "The Blues: Breaking the Psychological Chains of Controlling Images" (Robin Good); "White Women Teaching in the North: Problematic Identity on the Shores of Hudson Bay" (Helen Harper); "The Study of the Construction of White Masculinity in Advertising in Multicultural Education" (Ernest M. Mayes); "Developing a Pedagogy of Whiteness in the Context of a Postcolonial Hybridity: White Identities in Global Context" (Peter McLaren); "The Making and Unmaking of Whiteness, Gender, and Class in College Classrooms" (Frances Maher, Mary Kay Thompson Tetreault); and "Constructing a Pedagogy of Whiteness for Angry White Students" (Joe L. Kincheloe, Shirley R. Steinberg). (Contains references in each chapter and an index.) (SV)

ED 456 011   RC 023 139

Battiste, Marie, Ed.
Reclaiming Indigenous Voice and Vision.
PUB DATE- 00
NOTE- 344p.; Published by UBC Press, British Columbia, Canada.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indian Culture; American Indians; Canada Natives; *Colonialism; *Cultural Maintenance; *Educational Needs; Elementary Secondary Education; Empowerment; Hawaiians; *Indigenous Populations; Intergroup Relations; Maori (People); Nonformal Education; Research Needs; *Self Determination; World Views
IDENTIFIERS- *Hegemony; *Indigenous Knowledge Systems

This book springs from a 1996 International Summer Institute, held at the University of Saskatchewan, Saskatoon, on the cultural restoration of oppressed Indigenous peoples. Essays draw on many perspectives and experiences to seek ways of healing and rebuilding nations, peoples, and communities by restoring Indigenous ecologies, consciousnesses, and languages, and by creating bridges between Indigenous and Eurocentric knowledge. Following an introduction "Unfolding the Lessons of Colonization" (Marie Battiste) and a prologue "The Experience of Colonization around the World" (Erica-Irene Daes), the 18 chapters are: "The Context of the State of Nature" (James Sakej Youngblood Henderson); "Indigenous Peoples and Postcolonial Colonialism" (Robert Yazzie); "Hawaiian Statehood Revisited" (Poka Laenui Hayden F. Burgess); "Postcolonial Ghost Dancing: Diagnosing European Colonialism" (James Sakej Youngblood Henderson); "Jagged Worldviews Colliding" (Leroy Little Bear); "Applied Postcolonial Clinical and Research Strategies" (Bonnie Duran, Eduardo Duran); "Transforming the Realities of Colonialism: Voyage of Self-Discovery" (Ian Hingley); "A Different Yield" (Linda Hogan); "From Hand to Mouth: The Postcolonial Politics of Oral and Written Traditions" (J. Edward Chamberlin); "The 'Repressive Tolerance' of Cultural Peripheries" (Asha Varadharajan); "Processes of Decolonization" (Poka Laenui Hayden F. Burgess); "Postcolonial Ledger Drawing: Legal Reform" (James Sakej Youngblood Henderson); "Invoking International Law" (Ted Moses); "Indigenous Knowledge: The Pueblo Metaphor of Indigenous Education" (Gregory Cajete); "Maintaining Aboriginal Identity, Language, and Culture in Modern Society" (Marie Battiste); "Protecting and Respecting Indigenous Knowledge" (Graham Hingangaroa Smith); "Kaupapa Maori Research" (Linda Tuhiwai Te Rina Smith); and "Ayukpachi: Empowering Aboriginal Thought" (James Sakej Youngblood Henderson). Appendices contain the United Nations principles

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Curriculum Development; *Informal Education; Middle Schools; *Museums; School Business Relationship; Science Instruction; Science Teaching Centers

The distinction between formal education and museums and science centers has become less obvious over time as museums meet more needs of schools. This study examines two different cultures in the form of the school/museum partnership. The objective of the study was to identify the points at which two institutions, schools and museums, could merge and support each other. The study used grounded theory methodology and focused on observations of instances. (Contains 10 references.) (YDS)

ED 456 031 SE 065 081

Ramey, Linda K.
Using Environmental Science Education Curricula and Experiences To Enhance Science Teaching for All Students: Creating an Integrated, Inclusive Learning Environment.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Austin, TX, January 14-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Education; *Environmental Education; Evaluation; Instructional Materials; Integrated Curriculum; Middle Schools; Natural Resources; *Perception; Science Curriculum; Science Instruction; *Water Resources

This document presents a project that attempts to increase awareness of natural resources and surface and ground water in the Miami Valley region among elementary and middle school teachers and their students. The Miami Valley (Ohio) Environmental Science Education Teacher Enhancement Project Summer Workshop involved 33 teachers investigating a combination of field-based activities, exploration of environmental curricular materials, and the development of integrated units related to water resources and environmental topics. Annual follow-ups and quarterly meetings after the workshop indicate that teachers continued to use the water resource curricular materials in their instructional practices. (YDS)

ED 456 032 SE 065 084

del R. Medina-Diaz, Maria; Echegaray, Francisco; Motta, Noel
Formative Evaluation of the Project Enhancement of Problem Solving and Scientific Reasoning Skills through Computerized General Chemistry Modules.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 28p.; Also supported by the University of Puerto Rico, President's Office.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Chemistry; Computer Uses in Education; *Educational

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional Law; Cooperative Learning; Grade 4; Interdisciplinary Approach; Intermediate Grades; Internet; *Law Related Education; School Uniforms; Social Studies

In this interdisciplinary curriculum unit, students explore and debate the school uniform issue, considering legal and policy questions. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, its correlation to history/social science and language arts standards, and how to conduct the lesson. Included in the teacher's notes are blackline masters, a Modern Language Association (MLA) Style Manual, and a Web page evaluation rubric. (RJC)

ED 456 052 SO 031 528

La Porte, Mark
The Tibet Question. 10th Grade Lesson . Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Foreign Countries; *Foreign Policy; Grade 10; High Schools; Interdisciplinary Approach; Internet; Non Western Civilization; Self Determination; Social Studies; Student Research; *World Affairs; World History
IDENTIFIERS- *China (Tibet)

In this interdisciplinary curriculum unit, students examine and debate the relationship between China and Tibet. Students are expected to produce a mock television report covering topics related to the Tibet question, such as historical issues, the policies of the U.S., Chinese, and Tibetan governments, and human rights concerns. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, its correlation to history/social science and language arts standards, and how to conduct the lesson, including management and assessment tips. (RJC)

ED 456 053 SO 031 529

Gill, Jo Anne M.
Turning Point in History: The War of 1812--Should It Be Called the Second War of American Independence? 8th Grade Lesson . Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; European History; Grade 8;

the U.S. experience. This booklet provides an historical overview of the concept of money as it has evolved in the United States. The booklet is divided into the following sections: "The Beginnings...and Beyond"; "The Constitution and Money"; "Fear of Paper"; "The U.S. Mint"; "Bank of the United States"; "Second Bank of the United States"; "The Free Banking Period"; "National Currency and National Banks"; "National Currency and the Constitution"; "A Return to Gold..."; "And Maybe Silver..."; "...But Finally Gold"; "Federal Reserve and Elastic Currency"; "The Break with Gold"; and "The Story Continues...." Included with the booklet is a teaching guide that contains content questions and answers and activity suggestions. (BT)

ED 456 075 SO 032 476

Mudd, Roger
History and Teachers Matter. Occasional Paper.
PUB DATE- 00
NOTE- 6p.; Paper presented at the History Matters Conference (Sacramento, CA, October 28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Historical Interpretation; *Opinion Papers; *Personal Narratives; *Political Attitudes; *Presidents of the United States; *Teaching (Occupation); United States History
IDENTIFIERS- Personal Experiences

This National Council for History Education (NCHE) Occasional Paper presents the text of a speech given by Roger Mudd, a former network news correspondent and now a correspondent for the History Channel, to NCHE members. He spoke of his regard for the profession of teaching, and of the difficulty of being a teacher and the respect for teachers that is missing in U.S. society. Mudd told some personal stories from his professional life, and since it was just a few days before the 2000 presidential election, he mused about people's expectations and convictions about every new president who takes office. He discussed the results of the testing programs for public school students, mentioning that in his state of Virginia it was the high school test on United States history that most of the students flunked. Mudd also talked about National History Day and related some anecdotes about U.S. presidents from earlier times. He concluded with some personal opinions about how history is currently taught, and how television was not much help until Ken Burns' 1990 PBS series, "The Civil War." Roger Mudd ended his speech with a humorous anecdote about having the surname Mudd. (BT)

ED 456 076 SO 032 494

Douglass, Susan L.
Teaching about Religion in National and State Social Studies Standards. Executive Summary.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Educational Research; Elementary Secondary Education; Guidelines; *History; National Standards;

areas and grade levels. Part three focuses on how teachers design and use instructional units that facilitate students' learning using the three thinking skills in the classroom. (Contains 62 references.) (SM)

ED 456 096 SP 040 176

Nelson, Kristen
Teaching in the Cyberage: Linking the Internet and Brain Theory. Grades 3-12.
PUB DATE- 01
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; *Computer Uses in Education; Elementary Secondary Education; *Internet; Interpersonal Communication; *Multiple Intelligences; Problem Solving; Thinking Skills

This book integrates the use of three tools (the Internet, the theory of multiple intelligences, and brain research) to help teachers design projects and activities that help students gain a deeper understanding of the curriculum, discussing how these educational tools work together to help teachers make better use of their classroom time as they develop integrated lessons. The book presents a mosaic of educational theory and practice to help teachers design their own classroom lessons. It uses the "Understanding by Design" framework proposed by Wiggins and McTighe (1998) to provide a scaffolding that teachers can use when designing Internet activities using the multiple intelligences theory and brain research. The book offers fully developed lessons designed for grades 4-12 which help students develop their interpersonal exchange, information gathering and analysis, and questioning and problem solving skills. It also supplies Web site descriptions and rubrics for assessing students' understanding and use of multiple intelligences, Internet skills, and information literacy skills. The six chapters are: (1) "Connecting Brain-Compatible Learning, Multiple Intelligences, and the Internet"; (2) "Designing Internet-Based Activities"; (3) "Assessing Internet-Based Activities"; (4) "Strengthening Interpersonal Exchange Skills"; (5) "Enhancing Information Gathering and Analysis Skills"; and (6) "Improving Questioning and Problem-Solving Skills." (Contains 47 references.) (SM)

ED 456 097 SP 040 177

Sweeny, Barry W.
Leading the Teacher Induction and Mentoring Program. K-College.
PUB DATE- 01
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; Educational Technology; Elementary Secondary Education; Faculty Development; *Mentors; Program Development; Teacher Improvement

This book takes school leaders through the process of creating and sustaining an induction and mentoring program. It considerations, reminders, and pointers to unit-building resources. (Contains 13 references.) (SM)

ED 456 116 SP 040 268

Milken, Lowell
Teaching as the Opportunity: The Teacher Advancement Program.
PUB DATE- 00
NOTE- 116p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Alternative Teacher Certification; Career Development; *Educational Quality; Elementary Secondary Education; Faculty Development; Performance Based Assessment; Teacher Competencies; Teacher Improvement; Teacher Salaries

This paper describes the Milken Family Foundation's Teacher Advancement Program (TAP), which was designed to address many of the problems in today's education. TAP uses a systemic approach that builds on five key principles: providing teachers with multiple career paths and opportunities to advance in the profession without having to leave the classroom; providing market-driven compensation rather than lock-step salary structures; maintaining high teacher standards by means of performance based accountability; providing professional growth at the school site throughout the year; and expanding the supply of high quality teachers by providing alternative certification, by making the initial academic degree and teacher certification attainable in 4 years in all states, and by allowing outstanding retired teachers to continue working part time. The paper also includes answers to questions about TAP, and it offers charts and tables with data on: the five TAP principles; the benefits of TAP; TAP implementation; teacher salaries; staff distribution; student distribution; and teacher schedules. (Contains 112 bibliographic references.) (SM)

ED 456 117 SP 040 271

Edwards, Keisha M.
Everyone's Guide to Successful Project Planning: Tools for Youth. Student Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 78p.; For the Facilitator Guide, see SP 040 272.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cooperative Learning; Experiential Learning; *Program Administration; *Program Development; *Program Evaluation; Program Guides; Secondary Education; Student Leadership; Student Participation; *Student Projects; *Systems Development; *Teaching Methods

This handbook was designed to lead students step-by-step through the planning process for conducting a community project and, thereby, help them learn project-planning skills. The guide is organized in six sections. The first section, "Preliminary Thinking," includes topics such as motivation ("What's in it for me?"), sample projects, personal strengths and weaknesses, human relations, and teamwork. The second section, "Project Planning," leads students to identify the problem, issue or need, set project and personal goals, find out others' connection between high stakes tests and student dropout rates. A fourth priority is understanding, and making clear, how standardized tests are used in college admissions. A final need is understanding the link between technology and testing. The national research agenda should establish the best uses of tests, study school system accountability, and consider the impact of new technologies on testing. (SLD)

ED 456 138   TM 033 200

Russell, Michael; Haney, Walter
The Gap between Testing and Technology in Schools. NBETPP Statements, Volume 1, Number 2.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Educational Improvement; *Educational Technology; Elementary Secondary Education; *Standardized Tests; *Technological Advancement; *Test Use

Technology and testing have become two popular prescriptions for improving education. The technology nostrum suggests that the infusion of modern technology into schools will bolster teaching and learning and will prepare students for an increasingly technological workplace. The testing prescription holds that using standardized test scores to rate schools and to decide whether students should be promoted or graduate will provide incentives for improvement. What is not often recognized is that these two prescriptions may work against each other. Research findings suggest a great gap between computer use in schools and testing strategies used for school improvement, a gap that will increase as more students become more accustomed to writing on computers. There are at least three possible ways to reduce this gap: (1) decrease students' computer time so that they do not become accustomed to writing on computers, retaining the paper-and-pencil skills needed for current kinds of tests; (2) have students complete their tests on a computer; and (3) perhaps the most reasonable solution is to recognize the limitations of current testing programs, and acknowledge that the scores of high-stakes tests do not measure the capabilities of some students adequately. (Contains 12 endnotes.) (SLD)

ED 456 139   TM 033 201

Clarke, Marguerite; Haney, Walter; Madaus, George
High Stakes Testing and High School Completion. NBETPP Statements, Volume 1, Number 3.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Rate; *Dropouts; *High School Graduates; High Schools; *High Stakes Tests; Minimum Competencies; *School Holding Power; *Test Use

This report examines how high stakes assessments affect dropout and high school completion rates. The focus is on five suggestive lines of evidence about this relationship. This evidence is drawn in part from studies done at Boston College of science was identified. No other student variables were significantly influenced by effectiveness of inquiry use. Seven appendixes contain student surveys and sample assessment items. (Contains 7 figures, 2 tables, and 51 references.) (Author/SLD)

ED 456 158   TM 033 221

Hansen, Joseph Wm.
Review of Empirical Research That Utilized the Bell Object Relations Inventory.
PUB DATE- 01
NOTE- 66p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Diagnostic Tests; *Family Characteristics; Interpersonal Relationship; *Measures (Individuals); *Psychopathology; Religion; Research Reports; *Test Use
IDENTIFIERS- *Object Relations

This literature review examines how the Bell Object Relations Inventory (BORI) (M. Bell and others, 1986) has been used in the literature. General domains of BORI use include interpersonal relatedness, the measurement of religious dimensions, and the diagnosis and prediction of psychopathology. Specific areas are reviewed regarding the applicability of the BORI to familial role assessment, spiritual maturity, interfaith compassion, and birth order. Other areas in this review include how object relations deficits contribute to schizophrenia, borderline personality disorder, nonpsychotic distress and trauma, and eating disorders. Review of the literature shows the BORI to be a reliable and valid instrument. It demonstrates a significant relationship with familial roles and patterns. It is effective in assessing spiritual maturity and in distinguishing subgroups of schizophrenia. It also shows discriminant validity between borderline and nonborderline patients and is a useful measure of ego function deficits as they relate to bulimic women. (Contains 24 references.) (Author/SLD)

ED 456 159   TM 033 222

Gunawardena, Charlotte; Carabajal, Kayleigh; Lowe, Constance A.
Critical Analysis of Models and Methods Used To Evaluate Online Learning Networks.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; *Models; *Networks; *Online Systems; *Systems Approach

This paper describes and analyzes the models and methods used to evaluate asynchronous online learning networks and presents a "Systems Component Contexture Model" for conceptualizing the evaluation of online learning networks. The evaluation team finds it useful to divide the variables they examine into descriptive, process, and outcome variables. The complexity of the relationships of these variables has resulted in the development of a model based on systems theory and research that can be used as a unifying conceptual tool for component challenged in the 1930s-40s, but this created a new racial order in education where access was increasingly shaped by class. As black students won educational rights, university authorities adopted new requirements limiting their access. States began requiring students to pass standardized tests, which hindered lower class black students and permitted token numbers of middle class black students. Significant numbers of black students attended schools with whites by the 1970s, but tracking recreated segregation. New social and economic opportunities widened class divisions in southern black communities. Many urban black institutions lost vitality and potency as they became segregated by class and race. (SM)

ED 456 178   UD 034 350

Verin-Shapiro, Penny
Why "Nuyoricans" Are Given the Cold-Shoulder by Other Puerto Ricans.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 00
NOTE- 32p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Social Studies Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Cultural Images; Ethnic Stereotypes; *Ethnicity; Hispanic Americans; Immigrants; *Puerto Rican Culture; *Puerto Ricans; Social Discrimination
IDENTIFIERS- New York; *Nuyoricans

Based on ethnographic research on Puerto Ricans on the island and mainland, this paper examines why Nuyoricans' identities are disparaged by island and mainland Puerto Ricans. Nuyoricans are Puerto Ricans, especially in New York, who mix North American and Puerto Rican cultural traits. Many have grown up traveling between the island and mainland. One reason that Puerto Ricans tend to reject Nuyoricans is the negative stereotypes assigned to Nuyoricans from which other Puerto Ricans wish to distance themselves. Also, in many Puerto Ricans' eyes, the Nuyorican represents what is considered worst about the dominant North American culture and a betrayal of traditional Puerto Rican ways. Commentary on Nuyoricans is really commentary on Puerto Rico's relationship with the United States and its effect on the Puerto Rican culture. The Nuyorican brings the authenticity of today's Puerto Rican into question due to extensive interaction with the United States. This paper examines the meaning of the Nuyorican identity for Puerto Ricans on both the island and the mainland; describes Puerto Rican identity; defines Puerto Ricans, Puerto-Rican Americans, and Nuyoricans; examines the culture of Nuyoricans; and discusses Puerto-Ricans' problems as immigrants to New York. (SM)

ED 456 179   UD 034 351

Adams, Kimberly Rene
African-American Father Roles: A Review of Literature.
PUB DATE- 01
NOTE- 36p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Social Sciences

in responses by racial and ethnic groups. (Contains 13 tables, 33 endnotes, and an appendix of Outcome and Predictor Variables.)(SM)

ED 456 197   UD 034 372

Orfield, Gary; Whitla, Dean
Diversity and Legal Education: Student Experiences in Leading Law Schools.
PUB DATE- 01
NOTE- 33p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p143-174. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *College Admission; *Diversity (Student); Educational Environment; Higher Education; *Law Students; *Legal Education (Professions); Minority Groups; *Racial Relations; Student Attitudes; Student Surveys; Values
IDENTIFIERS- Harvard Law School MA; University of Michigan

This study examined how diversity influenced law students' educational experiences. Predominantly White students at Harvard Law School and the University of Michigan Law School, as well as at five other law schools, completed surveys that examined such topics as: frequency of contact with diverse people growing up and in high school, college, and law school; close friends of other racial/ethnic backgrounds; studying with people of different races/ethnicities; the impact of diversity on ability to work more effectively, get along better, and discuss topics with people of other races; the positive or negative impact of diversity; conflicts because of racial diversity; changes in attitudes and values due to exposure to diversity; and necessary changes in law school admissions policies. Students reported a wide range of experiences and views on racial and civil rights issues, though most reported powerful educational experiences from their interaction with students of other races. White students had particularly enriching experiences. One of the strongest impacts of diversity was change in students' values concerning civil rights. Some students believed the experience could be improved, particularly with more significant efforts to deal with social segregation issues. The most negative responses overall were from foreign students. (Contains 22 tables and 24 endnotes.) (SM)

ED 456 198   UD 034 373

Chang, Mitchell J.
The Positive Educational Effects of Racial Diversity on Campus.
PUB DATE- 01
NOTE- 13p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p175-186. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; College Admission; Consciousness Raising; *Diversity (Student); Educational Environment; Higher Education; Interpersonal Competence; Minority Groups; Outcomes of Education; Racial Attitudes; Racial Differences; *Racial Relations; Self Concept; Student Surveys

time in technical classes, and 128 full-time and 5 part-time in vocational classes for a total of 1,244 enrolled for credit; (2) the Clarksdale campus also had a total of 2,103 students enrolled in noncredit courses, for a total enrollment headcount of 3,347; (3) the Raymond campus at Hinds Community College had 2,444 full-time and 464 part-time students enrolled in academic courses for credit, 503 full-time and 176 part-time students enrolled in technical courses for credit, 262 full-time and 96 part-time enrolled in vocational courses for credit; and (4) the Raymond campus also had a 9,956 noncredit headcount, for a total of 13,901. Campus and district information is provided for each of the 15 colleges. (MB)

ED 455 874   JC 010 549

Miller, Michael; Jackson, JoAnne C.; Pope, Myron L.
Faculty Recruitment and Retention: A Case Study of the Chair's Role.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; *College Faculty; Community Colleges; *Department Heads; Economic Factors; Employment Patterns; Employment Statistics; *Faculty Development; *Faculty Recruitment; Fiscal Capacity; Labor Turnover; Teacher Persistence; *Teacher Recruitment; Two Year Colleges

This document states that many studies have identified faculty recruitment as a specific job responsibility of college department chairs. Because the recruitment process is time consuming and costly, the chair must also ensure that recruitment leads to retention. This paper closely examines what strategies academic chairs use to recruit and retain faculty. This study sent a survey questionnaire to department heads at a community college in the southeastern United States. The data were based on 21 returned surveys (from a total of 25 sent out), which asked 4 questions concerning recruitment and retention of faculty: (1) What is the process of faculty recruitment? (2) What are the current measures utilized to retain newly hired faculty members? (3) What are the perceived challenges related to faculty recruitment? and (4) What are the perceived challenges related to faculty retention? The questions provided opportunities for open-ended responses. Word of mouth, local newspaper ads, and professional journal advertisements ranked as the top three in the frequency of recruitment methods ranking. In the frequency of retention methods ranking, the top three methods used were on-campus faculty development, mentoring programs, and workload flexibility. The top three perceived challenges to faculty recruitment were fiscal restraints, qualified applicants, and program quality. Finally, the top three perceived challenges to retention were financial resources, faculty workload, and technology impact. (Contains 22 references.) (MB)

ED 455 875   JC 010 550

Adelman, Clifford
More than 13 Ways of Looking at Degree Attainment.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

administrators regard individuals as members of a group, e.g., a faculty member is a member of a group of instructors rather than an individual. It goes on to present the three elements of the competency concept: (1) Job--critical task; (2) Theory--method of performing critical task; and (3) Know-How--operational beliefs, skills, and knowledge needed to perform task. The paper also discusses the dependency concept designed by Chris Argyris and E. Wight Bakke. According to this theory, in order to create a unified, self-maintaining work group, the members of the group must be placed in a dependent relationship to the organizational leader. Finally, since the individual cannot fulfill his or her needs or goals without the organization, and the organization exists to fulfill its own needs and goals, a fusion of the two is necessary. (NB)

ED 455 895   JC 010 577

Decker, Cory, Ed.
Guide to Technical, Trade, & Business Schools Including All Community Colleges: West Edition, 1998-2000.
PUB DATE- 98
NOTE- 550p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Business Education; College Admission; *Community Colleges; Degrees (Academic); Directories; Technical Education; *Technical Institutes; Tuition; Two Year Colleges; Vocational Education; *Vocational Schools
IDENTIFIERS- *United States (West)

This regional 1998-2000 guide (one of four--Northeast, Southeast, Midwest, and West) lists community colleges and technical, trade, and business schools in the Western United States. School listings are arranged alphabetically by state, and within each state, alphabetically by the school's name. At the end of each volume is a regional index arranged in alphabetical order by state, along with a comprehensive index of all institutions listed in all four volumes of the Guide. The description for each school begins with the school's name, address, and other general data, followed by entries under specific headings, such as Web site, type of school, administrators' names, and enrollment data. Four detailed sections follow: (1) Admissions--includes requirements for admissions, admissions procedures, and student body statistics; (2) Financial--offers the latest published tuition figures, along with miscellaneous fees, an estimate for books and supplies, and costs for on- and/or off-campus housing; (3) Academic--includes listings of degrees or certificates/diplomas offered, as well as information on specific academic programs, calendar information, special programs, and school graduates' placement rates; and (4) Student Life--includes information on extracurricular activities, school athletics, housing options, student regulations, and environment and transportation. (NB)

ED 455 896   JC 010 578

A Matter of Facts: The North Carolina Community College System Fact Book, 2001.
PUB DATE- 01
NOTE- 118p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

Spring 2000 issue focuses on teachers' experiences of the transition from a classic junior high model to a middle school model. The vice president's column deals with raising reading expectations. The Summer 2000 issue reflects upon teachers' role in developing and implementing the middle school curriculum, conducting assessments, and creating a classroom environment. The issue also highlights the use of oral history in middle school education, describing a classroom oral history project. The vice president's column discusses museum exhibits as a model for student engagement. Some newsletter issues include listings of new Web resources and conference information. (KB)

ED 455 915 PS 029 641

Rigby, Ken
Stop the Bullying: A Handbook for Schools.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Antisocial Behavior; *Bullying; Educational Policy; Elementary Secondary Education; Foreign Countries; *Intervention; Parent Role; Parent School Relationship; *Peer Relationship; Prevention; *Professional Development; Teacher Role; Teachers
IDENTIFIERS- Australia; Victimization

Noting that bullying in school is a growing concern in Australian communities, this handbook draws upon a 10-year study of bullying in Australian schools and is designed to help educators find out what is happening in their school and develop sound anti-bullying policies. The handbook also provides guidance in working effectively with students to gain their support in stopping bullying, dealing constructively with children who bully others, supporting children who are victimized by peers, and enabling teachers and parents to work together to stop bullying. Following introductory material, the handbook is presented in two major sections. Section 1, "Understanding Bullying," presents information on the process of bullying, the context of bullying, victim types, and reasons for bullying. Section 2, "Action To Counter Bullying," contains information on setting goals, educating the school community about bullying, developing an anti-bullying policy, providing roles for students, accessing resources, helping victims and bullies, and working with parents. Each section is designed to form a structure for school-based professional development programs. Photocopy masters are appended. (Contains 84 references for print and videotape sources.) (KB)

ED 455 916 PS 029 642

Kansas KIDS COUNT Data Book, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 333p.; For the 2000 data book, see ED 442 587. Additional funding has been provided by SPRINT.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

broadly across different programs throughout the country. (KB)

ED 455 933 PS 029 695

Decision Matrix. NCEDL Spotlights, No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpted from "Policy Options for Early Childhood: A Model for Decision Making" by Jim Gallagher and Robin Rooney, which appeared in the January 1999 issue of "Early Education & Development."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Day Care; *Decision Making; *Early Childhood Education; Early Intervention; Educational Policy; *Models; *Policy Analysis; Policy Formation; *Public Policy
IDENTIFIERS- Day Care Quality
This report focuses on a decision-making model developed at the National Center for Early Development and Learning (NCEDL) and designed to help decisionmakers and policy analysts weigh various policy options for a public issue such as childcare quality. The matrix allows users to compare strategies in terms of desirability and feasibility factors such as cost, personnel needs, track record, public acceptance, administrative feasibility, agency acceptance, and other factors. The purpose of using such a tool is to slow and inform the "rush to judgment" which is often associated with policy change. Public policy options related to childcare quality include subsidies to quality programs, parental vouchers, and building infrastructure. Discussion points related to various criteria for choice are delineated. The report notes that final policy decisions would be more complex than merely synthesizing the information in the matrix and might depend upon which criteria are most important to key decisionmakers. The ratings from the matrix are intended to give initial guidance about the potential positive and negative factors surrounding particular options. (KB)

ED 455 934 PS 029 696

Family Outcomes. NCEDL Spotlights, No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpted from "Family Outcomes in Early Intervention: A Framework for Program Evaluation and Efficacy Research" by Donald B. Bailey, Jr., R. A. McWilliam, Lynette S. Aytch, Rune J. Simeonsson, Kathy Hebbeler, Donna Spiker, and Mary Wagner, which appeared in "Exceptional Children," volume 64, number 3, 1998, pp.313-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; *Early Intervention; Family Programs; *Family (Sociological Unit); *Models; Parent Attitudes; Parents; *Program Effectiveness; *Program Evaluation; Public Policy
Noting that the focus of early intervention has expanded to include family-oriented programs and services, this report proposes a framework for evaluating outcomes for families. The framework is offered as a vehicle for further discussion and is

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescent Development; *Adolescents; *At Risk Persons; Behavior Problems; Comparative Analysis; Delinquency; Drinking; *Public Policy; Smoking; Student Behavior; *Welfare Recipients; *Welfare Reform; *Well Being
IDENTIFIERS- Arrests; *Welfare to Work Programs

With the passage of the 1996 welfare reform law, numerous commentators expressed concern about the impact of welfare reform on young children of welfare recipients, while few expressed concern about adolescents. However, recent evidence suggests that adolescents are affected negatively when their parents participate in welfare-to-work programs. This research brief describes these negative impacts and explores possible explanations for the unexpected findings. Findings are presented from three experimental evaluations conducted in Canada, Minnesota, and Florida of welfare-to-work programs established before 1996 but including some of the reform law's key components. Negative effects included declines in achievement as well as increases in troublesome behavior such as smoking, drinking, drug use, and delinquent activity. Possible explanations for the findings are suggested and examined: (1) eroded adolescent-parent relationship quality; (2) decreased parental monitoring; and (3) shifting adolescent role in the family. The data provide some evidence that participation in welfare-to-work programs may lead to increased negative parenting behavior, limited evidence of small decreases in parental supervision, and evidence for a broader shift in adolescents' roles in the families, with adolescents taking on more adult-like roles. The brief concludes with key issues for policymakers to take into account when considering policies to support adolescent development in families affected by welfare reform, including establishing more after-school programs for adolescents, reducing the number of hours that adolescents work, and providing guidance to parents about levels of adolescent responsibility and autonomy. (Contains 25 endnotes.) (KB)

ED 455 955 PS 029 724

Vosniadou, Stella
How Children Learn. Educational Practices Series--7.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; Curriculum Development; *Educational Principles; Educational Research; Elementary Education; Instructional Development; *Learning Processes; Learning Theories; Teaching Methods; *Theory Practice Relationship

This booklet is the seventh in a series on educational practices that generally improve learning. The psychological principles described in the booklet summarize important findings of recent research on learning that is relevant for education. The principles attempt to integrate research coming from diverse areas of psychology, including educational, developmental, cognitive, social, and clinical psychology. As a whole, the principles are meant to provide a comprehensive framework for the design of curricula and instruction. The discussion of each principle includes a summary of research findings and a description of the implications for teaching that follow from

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; *After School Programs; Children; Delinquency; Delinquency Prevention; *Prevention; *Violence
IDENTIFIERS- Adult Child Relationship; ERIC Digests; Parental Supervision

Perhaps 8 million children spend the after-school hours at home alone. In the absence of adult supervision, many of these youths are likely to engage in delinquent or other high-risk activities. Research suggests that after-school programs can help to prevent youths from engaging in these activities in two ways: by providing constructive activities for youths, and by encouraging the development of constructive adult-child relationships. There are a variety of after-school programs available to parents. However, when parents do not or cannot enroll their children in after-school activities, research suggests that it is especially important for parents to be engaged in their child's life. (OR)

ED 455 976 PS 029 951

El regreso a la escuela, Sigamos adelante: Lo que significa para las familias americanas "No dejar atras a ningun nino" (Back to School, Moving Forward: What "No Child Left Behind" Means for America's Families).
PUB DATE- 01
NOTE- 17p.; For the English version, see PS 029 725.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Educational Change; *Educational Improvement; Elementary Secondary Education; *Federal Government; Government Role; Homework; *National Standards; Parent School Relationship; *Parent Student Relationship; *Public Policy; Standardized Tests
IDENTIFIERS- Bush (George W)

This pamphlet for parents Spanish presents the components of the "No Child Left Behind" policy of the George W. Bush administration. Prefaced with remarks by President Bush and Secretary of Education Rod Paige, the pamphlet discusses the importance of high academic standards and provides guidance for parents in interpreting test scores. The pamphlet also discusses how parents can hold their child's school accountable for results. In addition, the pamphlet discusses how parents can prepare their children to be strong readers and how parents can help children with homework. The pamphlet concludes with a list of Web site resources for obtaining additional information. (KB)

ED 455 977 RC 022 619

Colonias: Problems and Promise. Desperate Situations, Local Innovations = Colonias: Problemas y Promesa. Situaciones Dificiles, Innovaciones Locales.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive

children how to behave not by preaching, but by portraying children who learned to act for the family or the community, all in the context of their Appalachian heritage. She volunteered extensively at the Highlander Folk School, which focused on adult education, labor organizing, and the civil rights movement. Her exposure to black people at Highlander throughout the 1940s and 1950s led her to become committed to racial equality. Bombings of local schools and attacks on Highlander by segregationists prompted her to write children's books showing how Appalachian folks might live when their schools were integrated. In her books, the children recognize that black and white people already agree on the important things--strong families, loving parents, and strong communities that pull together in difficult times. May Justus was a true radical, an inside agitator who drew on the region's best values to enact social change. (Contains 51 endnotes.) (TD)

ED 455 995   RC 023 110

Stafford, Judith
Training for Public Child Welfare Workers in Rural Eastern Kentucky. Public Child Welfare Certification Program (PCWCP).
PUB DATE- 00
NOTE- 22p.; Presented at the Annual Conference of the Appalachian Studies Association (23rd, Knoxville, TN, March 24-26, 2000). Produced with help from Institute for Regional Analysis and Public Policy, Morehead State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; *Child Welfare; Distance Education; Higher Education; Job Satisfaction; *Job Training; *Practicums; *Professional Training; Program Evaluation; *Rural Areas; *Social Workers
IDENTIFIERS- *Child Protective Services; Kentucky (East)

A certification program was designed to provide specialized knowledge and skills courses for future public child welfare workers in Kentucky. The program involves 6 hours of course work, delivered via distance education, and an intense practicum in local offices. Incentives for program participation included special consideration for hiring by the state department of protective services. An evaluation of the program was conducted via semi-structured interviews with graduates. Findings indicate that the goal of recruiting more professional workers was met. The goal of retaining workers had mixed success; most graduates indicated they would stay with the department long enough to get their master's degree, a few said they would work for the department until retirement, and a couple claimed that if the system did not change to enable them to serve families better, they would leave. Graduates started their jobs ready to work, but some felt that ongoing supervision and mentoring were still needed. The program provided well-trained people committed to families and children, but high caseloads and heavy paperwork interfered with adequate provision of family protection. All graduates acknowledged that no one group of people could protect families from abuse without community involvement. Graduates found the distance learning technology intimidating at first, but on-site instructors helped them deal with it. All agreed that the practicum was key to program success. More training in court behavior was recommended. (TD) and guidelines for protection of the heritage of Indigenous peoples, and policy recommendations on cultural restoration developed at the Saskatoon summer institute. (Contains references in each chapter and an index.) (SV)

ED 456 012 RC 023 140

Castellano, Marlene Brant, Ed.; Davis, Lynne, Ed.; Lahache, Louise, Ed.
Aboriginal Education: Fulfilling the Promise.
PUB DATE- 00
NOTE- 296p.; Publishing funded by the Book Publishing Industry Development Program. Also supported by the Canada Council for the Arts and British Columbia Arts Council. Published by UBC Press, British Columbia, Canada. Revised and adapted versions of selected research papers and recommendations of the Royal Commission on Aboriginal Peoples (Canada).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *American Indian Education; *Canada Natives; Culturally Relevant Education; Educational Change; *Educational Policy; *Educational Strategies; Elementary Secondary Education; Empowerment; Federal Indian Relationship; Foreign Countries; *Language Maintenance; Postsecondary Education; Public Policy; Self Determination; *Tribally Controlled Education
IDENTIFIERS- *Canada

Education is at the heart of the struggle of Canada's Aboriginal peoples to regain control over their lives as communities and nations. Based on hearings and research generated by the Royal Commission on Aboriginal Peoples (RCAP), this collection of articles documents recent progress in transforming Aboriginal education to support self-determination, language revitalization, and cultural maintenance, as well as the institutional and governmental obstacles that continue to impede progress. Contributors emphasize Aboriginal philosophies and priorities in teaching methods, program design, and institutional development. The 13 chapters are: "Towards a Shared Understanding in the Policy Discussion about Aboriginal Education" (Frances Abele, Carolyn Dittburner, Katherine A. Graham); "Voices of Winter: Aboriginal Languages and Public Policy in Canada" (Mark Fettes, Ruth Norton); "The State of Aboriginal Literacy and Language Education" (Yvonne Hebert); "Telling Our Own Stories: The Role, Development, and Future of Aboriginal Communications" (Gail Guthrie Valaskakis); "Culturally Negotiated Education in First Nations Communities: Empowering Ourselves for Future Generations" (Brenda Tsioniaon LaFrance); "Honouring Our Past, Creating Our Future: Education in Northern and Remote Communities" (Sheila Watt-Cloutier); "Urban Aboriginal Education: The Vancouver Experience" (Lorna Williams); "The Information Legacy of the Royal Commission on Aboriginal Peoples" (Marlene Brant Castellano); "Issues of Pedagogy in Aboriginal Education" (Kathy L. Hodgson-Smith); "Metis Post-Secondary Education: A Case Study of the Gabriel Dumont Institute" (John Dorion, Kwan R. Yang); "First Nations House of Learning: A Continuity of Transformation" (Ethel Gardner); "First Nations-Controlled University Education in Canada" (Eber Hampton); and "Electronic Highways, Electronic Classrooms: Distance Education in Canada" (Lynne Davis). An appendix presents RCAP recommendations regarding education. (Contains references in each chapter and an index.) (SV)

Technology; Higher Education; *Learning Modules; *Problem Solving; Science Education; *Thinking Skills
IDENTIFIERS- Puerto Rico

This paper reports on the formative evaluation results of the project "Enhancement of Problem Solving and Scientific Reasoning Skills through Computerized General Chemistry Modules." This project includes the design, development, and implementation of two interactive computer modules for the enhancement of mathematical and problem solving skills of undergraduate students who are taking general chemistry courses at the University of Puerto Rico. Studies have shown that there is a correlation between students' performance and their math skills. The modules, Introductory and Equilibrium, were designed and written in Spanish, then translated into programming language. The Introductory module includes math skills, graphs, and problem solving. For the evaluation process, the first trial used a single experimental group with a pre-post test while the second trial used a pre- and post-test between an experimental and control group. (YDS)

ED 456 033 SE 065 105

Earth Works Central. Educational Packet .
PUB DATE- 01
NOTE- 100p.; Sponsored by Shaklee Corporation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Resources; Elementary Education; *Elementary School Science; *Environmental Education; Science Activities; Science Instruction; Teaching Methods

Earth Works Central is an educational curriculum tool designed to provide environmental education support for the classroom. It features environmental materials for science, geography, history, art, music, dramatics, and physical education. It includes information on creating an environmental center where kids can learn and become empowered to help the earth, the Curriculum Notebook with units providing environmental education and action-oriented projects, power posters, a video about the International Arctic Project and the Arctic, and creative activities. (ASK)

ED 456 034 SE 065 107

Educating Teachers of Science, Mathematics, and Technology: New Practices for the New Millennium.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Knowledge Base for Teaching; *Mathematics Instruction; *Professional Development; *Science Teachers; *Teacher Education; *Technology Education

Each new headline about American students' poor performance in math and science leads to new calls for reform in teaching. This book examines key issues in the debate and offers a vision and recommendations for improving teacher education in science, mathematics, and technology. It also puts the whole picture together by synthesizing what is known about the quality of

Interdisciplinary Approach; Internet; Junior High Schools;
Social Studies; Student Research; *United States History; War
IDENTIFIERS- *War of 1812

In this interdisciplinary curriculum unit, students work in groups to examine, role play, and report on how the United States should have responded to England in the War of 1812. Students take on the roles of news reporters to explain and evaluate U.S. policy and are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, its correlation to history/social science standards, and how to conduct the lesson, including management and assessment tips and black-line masters. (RJC)

ED 456 054 SO 031 530

Kiesner, Eileen F.
Let's Go! Kindergarten Activity. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Geography; Internet; Kindergarten; Language Arts; Locational Skills (Social Studies); Map Skills; Primary Education; *Social Studies; Transportation; *Travel

In this kindergarten unit, students read "My Blue Suitcase" by Sharon Katz as an introduction to traveling. After reading, students gather resources, including books, magazines, maps, CD-ROMs, videos, and information from the Internet. After collecting resources, students make a collage of the items they will need for the trip they are taking. Included in the unit packet is a detailed guide for students as well as several Internet resources. The teacher's notes describe the unit's purpose, its correlation to history/social science standards, and how to conduct the lesson, including management and assessment tips. (RJC)

ED 456 055 SO 031 531

Williamson, Joe
Independence Day. Kindergarten Activity. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; History; Interdisciplinary Approach; Internet; Kindergarten; Language Arts; Primary Education; *Social Studies; *United States History
IDENTIFIERS- *Declaration of Independence

In this interdisciplinary curriculum unit for kindergarten, students gain an appreciation for the challenges facing the

*Public Schools; *Religion; *Religion Studies; *Social Studies; State Standards
IDENTIFIERS- *World Religions

This executive summary is an overview of the complete study of current national and state standards documents pertaining to history and social studies, focusing on the teaching about religion. The complete study analyzes the standards and program frameworks in seven national curriculum documents and the academic standards documents and curriculum frameworks developed and adopted by most of the 50 states. References to religion in each document were identified based on a series of keywords. The placement, quantity, and characteristics of content on religion is encouraging, but the study reveals limitations and gaps in integrating discussion of the human religious experience in the nation's social studies standards. Despite religion's secure place in state and national standards, it is possible to conclude that teaching about religion in U.S. public school social studies programs is limited, and it is questionable whether the topic is being pursued with much seriousness or depth. The executive summary addresses the study's objectives and methodology, profiles the seven national curriculum documents and the state standards and framework documents, and highlights the study's conclusions and recommendations. (BT)

ED 456 077 SO 032 895

McKoski, David
Narrative Cartoons. Water in Africa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 11p.; For related Water in Africa units, see SO 032 890-910.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cartoons; Curriculum Enrichment; Foreign Countries; *Geographic Regions; High Schools; Social Studies; Standards; *Water
IDENTIFIERS- *Africa; Peace Corps; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. This unit, "Narrative Cartoons," is intended for use with students in grades 9-12. The unit is designed to draw on the interest of young people in cartoons and to introduce students to techniques of creating alternative styles. Students create a narrative cartoon, or a set of sequentially placed images that tell a story. It may depict one activity or be a collage of various activities. The unit suggests a timeframe, curricular areas, materials needed, standards, discussion questions, objectives, detailed procedures, assessment information, and additional resources. Attached are a narrative cartoon comparison chart, a research sheet, and a narrative cartoon evaluation rubric. (BT)

ED 456 078 SO 032 896

Cohen, Amy

challenges school leaders to think beyond initial, short-term goals to a wider, long-term vision, providing guidance on telementoring in the cyberage and advice to ensure development of highly effective practices that will improve teaching and learning. The six chapters are: (1) "Structures for Induction and Mentoring Programs" (e.g., what a mentor is, individual versus team mentoring, and full-time versus part-time mentoring); (2) "Developing the Induction and Mentoring Program" (e.g., characteristics of effective mentors and the need for mentoring program coordination); (3) "Telementoring in the Cyberage" (e.g., how technology supports induction and examples of telementoring programs); (4) "Using Technology To Support Novice Teachers and Mentoring" (e.g., one-to-one dialogue, one-to-group dialogue, two-way group dialogue, and one-to-text learning); (5) "Relating Induction and Mentoring to Other Teacher Development Initiatives" (e.g., changing the traditional teaching career and teacher evaluation and assessment); and (6) "Strategies for Finding Information, Resources, and Support" (e.g., obstacles to mentoring and nine strategies for overcoming obstacles). Lists of online as well as audio and visual resources providing further information and support for many of the strategies and ideas discussed in this book are appended. (Contains 75 references.) (SM)

ED 456 098   SP 040 178

Ash, Linda E.
Electronic Student Portfolios. K-College.
PUB DATE- 00
NOTE- 150p.; Foreword by Kay Burke.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; Evaluation Methods; *Portfolio Assessment
IDENTIFIERS- *Electronic Portfolios

This book shows educators how to put technology to use in their classrooms as a tool for student reflection and assessment, demonstrating how teachers can help students create electronic portfolios that illustrate their command of subject matter. The book is arranged in a progression by plugging in portfolio example projects in each chapter. Chapter 1, "Where To Begin," sets the stage for the importance of implementing electronic portfolios in K-12 teaching and learning. Chapter 2, "Fitting the Tools to the Task," explains the hardware and software needed to begin. Chapter 3, "Best Practices in an Electronic Environment," and Chapter 4, "Getting Started," provide options for educators who have the basics under their belt and who need concrete implementation strategies for all grade levels. Chapter 5, "Gaining Proficiency," introduces vision categories to link essential skills to content area standards. Chapter 6, "Managing a Restructured Classroom To Include Electronic Portfolios," discusses effective project organization, room arrangement, safety issues, scheduling, grouping, and job assignments at grade-appropriate levels. Chapter 7, "Communicating Achievement," aligns curriculum, instruction, and assessment to measure student learning. A Unit Plan with Integrated Activities from other classes and a list of Internet Resources are appended. (Contains 36 references.) (SM)

ED 456 099   SP 040 179

opinions, and connect to the community. In the third section, "Getting the Big Picture," students are led to think big, consider all aspects of the project, and identify resources, while the fourth section, "A Master Plan," presents the seven steps of a master plan. "Doing" the project is the topic of the fifth section, which includes a project log, time management form, weekly job duties report, challenges and projects report, interview questions, job list, and basic skills notes. Finally, the last section leads students to reflect on the project once it is finished. (KC)

ED 456 118   SP 040 272

Edwards, Keisha M.
Everyone's Guide to Successful Project Planning: Tools for Youth. Facilitator Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 131p.; For the student guide, see SP 040 271.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Citizen Participation; Program Development; Secondary Education; *Student Projects; Teamwork; *Youth Programs

This planning guide contains tools for youth development programs, schools, and youth aged 11-21 years from all backgrounds who are working on team projects in their communities. The tools are designed to help young people structure and implement successful projects and provide a means for them to recognize and assess what they have learned through a reflection process. This facilitator's guide covers each tool in the youth guide, with field-based suggestions for use of the tools, small- and large-group activities, and points of discussion. It provides suggestions for helping young people get started on a project, tailoring the tools to their needs and helping them document and reflect on the finished product. The guide also contains exemplary project descriptions and profiles. The four sections include: (1) "Thinking about Project Learning" (e.g., why use project-based learning and connecting project-based learning to national and local standards); (2) "Elements of a Successful Team Project" (e.g., what project-based learning looks like, project-based learning essentials, and the facilitator's role); (3) "Using the Tools" (preliminary thinking, project planning, getting the big picture, the master plan, implementing, and reflecting); and (4) "Enrichment and Extensions" (tools and resources). (SM)

ED 456 119   TM 033 176

State Report Appendix: Arizona Student Achievement Program, Spring 2000. Individual Percentile Rank Scores by School, District, County and State, Grades 2 through 11. Stanford Achievement Test, Ninth Edition.
PUB DATE- 00
NOTE- 367p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary Secondary Education; Language Arts; Mathematics

or by researchers for the National Board on Educational Testing and Public Policy. The conclusion drawn is that high stakes testing programs are linked to decreased rates of high school completion. The evidence is mainly correlational, but it is suggestive enough to warrant further research to clarify the role of high stakes testing in decisions to drop out of school. The first evidence is from the era of minimum competency testing (MCT). There was no MCT in half of the 10 states with the lowest dropout rates, and the states with the highest dropout rates had MCT programs with standards set at least in part by the state. A second piece of evidence shows that in schools with proportionately more students of low socioeconomic status that used high stakes minimum competency tests, early dropout rates, between 8th and 10th grades, were 4 to 6 percentage points higher than in schools that were similar except for the high stakes test requirement. The third piece of evidence comes from high school graduation testing and dropouts in Florida. A more complex relationship is suggested by the fact that only for students with moderately good grades was a significant increase in dropping out associated with failure of the high school graduation test. A fourth line of evidence comes from the evolution of high stakes testing in Texas, where findings suggest that some high school sophomores dropped out of school because of the requirement of satisfactory performance on the Texas Assessment of Academic Skills. A final point is the relationship among high stakes testing, grade retention, and dropout rates. Research has generally suggested that grade retention makes students more likely to drop out. Interaction with graduation test requirements may result in increased numbers of dropouts. (Contains 14 endnotes.) (SLD)

ED 456 140 TM 033 202

Horn, Catherine; Ramos, Miguel; Blumer, Irwin; Madaus, George
Cut Scores: Results May Vary. NBETPP Monographs, Volume 1, Number 1.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Cutting Scores; *Decision Making; Elementary Secondary Education
IDENTIFIERS- Angoff Methods; Massachusetts Comprehensive Assessment System; *Standard Setting

This paper discusses how cut scores are set and used and how accurately they reflect student achievement. Regardless of the method used, the cut-score setting process is subjective. The cut score is the point on a score scale that separates one performance standard from another. Cut scores may also be used to set performance levels for open-response assessments like essay tests. This monograph discusses three methods of setting cut scores: (1) the modified Angoff method; (2) Contrasting Groups; and (3) Bookmark procedures. A description of each process shows the pros and cons of each approach, especially when the scores are used to make high stakes decisions. All of these methods are subjective to some degree; it is important not to assume that established cut scores accurately reflect student performance. Other external evidence can help establish whether the choices made are appropriate. An example is provided in which students' performance on a second commercially developed standardized test is used to examine analysis and further research. The model consists of examining the influence of four components (Content, Context, Collaboration, and Control) of the online learning network at three levels: institutional experience, all aspects of the mediated curriculum, and the learner level. The use of this holistic model provides a framework from which to evaluate and to examine the questions left unasked, even as it provides the opportunity to draft new questions for the future. (Contains 1 figure and 15 references.) (SLD)

ED 456 160 TM 033 223

Gunawardena, Charlotte N.; Duphorne, Patsy L.
Which Learner Readiness Factors, Online Features, and CMC Related Learning Approaches Are Associated with Learner Satisfaction in Computer Conferences?
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Mediated Communication; Distance Education; Higher Education; Learning; *Online Systems; *Readiness; *Student Characteristics; Teaching Methods; *Teleconferencing

This study tested the Adult Distance Study through Computer Conferencing (ADSCC) model developed by D. Eastmond (1994) to determine if learner readiness, online features, and computer mediated communication (CMC)-related learning approaches are associated with learner satisfaction in an academic computer conference. Participants were 50 students from 5 universities who participated in an inter-university virtual conference and completed the research instrument. All three variables were correlated with learner satisfaction, and online features emerged as the best predictor of learner satisfaction. Results indicate interrelationships between the three variables. The ADSCC model was a good predictor of learner satisfaction, and it provided a useful framework for understanding learner satisfaction by showing how to categorize the different components that influence satisfaction in an academic computer conference. The study also examined learner profiles for those who were more satisfied and less satisfied with the computer conference. (Contains 4 tables and 22 references.) (Author/SLD)

ED 456 161 TM 033 224

Education at a Glance: OECD Indicators. Education and Skills. 2001 Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 421p.; For the 2000 edition, see ED 438 334.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Education; *Demography; Economic Factors; Educational Trends; *Elementary Secondary Education; Expenditures; Foreign Countries; *Higher Education; Lifelong Learning; *Outcomes of Education; Tables (Data); Trend Analysis; Vocational Education

Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Cultural Influences; *Fathers; *Parent Influence; *Parent Responsibility
IDENTIFIERS- African Americans

This paper discusses the African American father's role, examining culture as it relates to social and economic barriers to paternal responsibilities. Some of the literature supports the assumption that African American fathers are ineffective and contribute to a tangle of pathology. Some claim that social scientists have concentrated too heavily on the lowest income African American families. The effectiveness of African American fathers is viewed by some as being dependent on their ability to support the family. This literature review concentrates on barriers that hinder African American fathers from parenting fully. Empirical research that emphasizes the functioning of African American men in a non-deviant family context can provide a foundation to guide practitioners. This paper expands the understanding of African American fathering by utilizing the strengths perspective, exploring the various roles that African American men play from a non-pathological perspective, and examining fathers who are in the home as opposed to the majority of research that emphasizes fathers who are absent from home. It also challenges the way society currently thinks about African American men, offering implications for social work practice on how to interact with African American families. (Contains 55 references.) (SM)

ED 456 180 UD 034 352

Baxter, Anthony G.
On the American Civil Rights Movement's Origins, Nature, and Legacy: Framing the Struggle for the "Pearl of Great Price."
PUB DATE- 01
NOTE- 27p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (History and Civil Rights Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Civil Rights; Elementary Secondary Education; Epistemology; Higher Education; Literacy; Racial Discrimination; *Racial Relations; Slavery; Social Bias; *Social Change; United States History
IDENTIFIERS- Mennonites; Quakers

This study examines the impact of the civil rights movement on social change, proposing a framework for viewing the movement's characteristics and organizing themes and discussing its epistemological foundations. Integrating legal and educational data, it points to capstone developments in the civil rights movement and discusses historical circumstances prevailing throughout America's pre-slavery, slavery, and post-slavery periods. It uses the key characteristics to discern the movement's origins, essential nature, organizing themes, and enduring legacy, suggesting that its origins are in the 1688 Quaker and Mennonite anti-slavery movement. Preserving the intellectual ideals and realities of the civil rights struggle, This study examined links between racial diversity on college campuses and positive educational outcomes. Data came from the Cooperative Institutional Research Program database, a longitudinal set of student and faculty surveys and research that assessed the impact of college on students. This study used data from a 1985 freshman survey and the 1989 follow-up of the same students. The survey examined demographics, high school experiences, college expectations, values, attitudes, life goals, self-confidence, and career aspirations. The follow-up survey also asked students to reflect on their experiences and perceptions of college. Information on students' SAT scores, ACT scores, and educational attainment and on African American, Asian American, Hispanic, and White undergraduate student enrollment was collected. Several campus climate measures were merged with the data sets. Faculty data were collected from full-time teachers at the same institutions for which student information was available. Faculty discussed how they spent their time and interacted with students, teaching and evaluation methods, perceptions of institutional climate, and sources of stress and satisfaction. Overall, campus diversity had a small but significant positive impact on students' college experiences. Both socializing across racial lines and discussing issues of race were reported as positive educational experiences. (Contains 36 references.) (SM)

ED 456 199   UD 034 374

Hurtado, Sylvia
Linking Diversity and Educational Purpose: How Diversity Affects the Classroom Environment and Student Development.
PUB DATE- 01
NOTE- 18p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p187-203. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; *Diversity (Faculty); *Diversity (Student); *Educational Environment; Higher Education; Minority Groups; *Sex Differences; Student Attitudes; *Student Development; Surveys; Teacher Attitudes; Teaching Methods; Teaching Styles

This study examined the impact of diversity on students' self-perceived improvement in the abilities necessary to contribute positively to a pluralistic democracy. It noted how such diversity-related campus activities as exposure to multicultural curricula and opportunities to study and interact with diverse peers affected student development. The study also examined the influence of faculty gender and race/ethnicity on classroom strategies and curriculum supporting diversity. Data came from the 1989-90 Faculty Survey administered by UCLA's Higher Educational Research Institute, which included responses from faculty at 159 predominantly White institutions nationwide. Longitudinal student data were also examined to understand the link between activities associated with diverse students and faculty and student self-reported growth on 20 general educational outcomes. Student responses came from a 1987-91 student survey, also administered by UCLA's Research Institute, which involved 4,253 students from 309 predominantly White, four-year institutions. Data analysis indicated that faculty gender distinctly impacted students in terms of how classes were taught and course content. There was a significant relationship between student growth on various educational

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Associate Degrees; Bachelors Degrees; *Community Colleges; Degree Requirements; *Educational Attainment; Educational Objectives; Graduation Requirements; High Risk Students; Higher Education; *Outcomes of Education; School Role; Student Attrition; Student Empowerment

This paper discusses degree attainment statistics and their analyses, particularly when applying time censors to the equation. The author describes at the High School and Beyond Sophomore Cohort Longitudinal Study, which followed a high school graduating class of 1982, from the time of its graduation until 1993, when most of the cohort was 29 or 30 years old. The paper suggests that, when analyzing degree attainment statistics, a long-term censor, something beyond 5 or 6 years, should be utilized. He also argues that degree attainment rates can only be determined using a cohort of students who have actually enrolled at some point in a bachelor's degree-granting institution. Graduation rates are determined by student persistence, and may involve more than one institution; thus, system graduation rates are more significant than institutional graduation rates. The author goes on to argue that students use community colleges for many reasons, not all of which are connected to the need to acquire credentials. For instance, students may acquire a number of credits in courses related to computer technologies in order to enhance their job marketability. The author concludes that any evaluation should focus on the student before the institution. (NB)

ED 455 876   JC 010 551

Centre for Curriculum, Transfer & Technology 2000/2001 Annual Report.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Educational Cooperation; *Educational Development; *Educational Innovation; *Educational Technology; Foreign Countries; Institutional Mission; *Partnerships in Education; Program Effectiveness
IDENTIFIERS- *British Columbia; Canada

The Centre for Curriculum, Transfer and Technology (British Columbia) prepared its 2000/2001 Annual Report to summarize key projects and activities and their outcomes over the last fiscal year. The centre has managed numerous projects for the Ministry of Advanced Education, Training, and Technology, as well as other clients. Throughout this wide array of activities are two central themes: (1) collaboration among postsecondary educators, institutions, and their partners; and (2) innovation in teaching and learning. These themes reflect the mandate of the center, which is to work with its postsecondary partners to help move forward on a number of systemwide initiatives that improve access to and the relevance and quality of learning opportunities for British Columbians. These initiatives involve projects in three main areas: educational technology implementation, provincial curriculum development, and assessment and outcomes. A significant trend in the work over the past year has been the increasing importance of educational technology and, in particular, the e-merge project, a project designed to develop and deliver online educational programs

DESCRIPTORS- Career Ladders; *Community Colleges; Economic Development; Economic Factors; *Institutional Mission; Labor Force Development; *Organizational Objectives; *Performance; Retraining; Two Year Colleges; Vocational Education; Vocational Schools
IDENTIFIERS- *North Carolina Community College System

North Carolina Community College System's fact book is a yearly publication providing data on the status of the entire system. It contains information about college programs, finance, facilities, equipment, students, staff, and faculty. The 2001 book highlights include: (1) the system offers more than 1,800 curriculum programs under more than 200 curriculum titles--certificates, diplomas, and the associate degrees can be obtained; (2) 44,349 students were enrolled in distance learning courses in 1999-2000; (3) total expenditures and balances for fiscal year 1998-99 were $759,557,968.45; (4) 141,826 students were enrolled in an associate degree program, 68,233 in a transitional program, and 16,609 in a certificate program in 1999-2000; (5) 278,461 students were female and 285,994 were male in 1999-2000; total students was 564,455; and (6) as of October 2000, 11,732 staff were employed in the system, including 5,068 faculty. The systems goals include: (1) to develop the programs necessary to meet the workforce needs of each service area; (2) to promote recruitment and retention of faculty and staff; and (3) to provide all students with essential skills for lifelong learning. Contains tables, graphs, and charts. A glossary and lists of state board members, community college presidents, and community college system offices are appended. (NB)

ED 455 897   JC 010 579

Ratcliff, James L., Ed.; Schwarz, Stefanie, Ed.; Ebbers, Larry H., Ed.
Community Colleges. Second Edition. ASHE Reader Series.
PUB DATE- 94
NOTE- 503p.; Copyrighted by Simon & Schuster Custom Publishing.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Students; College Faculty; *Community Colleges; *Educational Trends; Private Colleges; Public Colleges; Public Education; Reentry Students; Two Year Colleges; *Vocational Schools

This second edition of the ASHE Reader on Community Colleges addresses the need to examine community, junior, and technical colleges in the United States. It offers articles, book chapters, and papers that reflect the current research and thinking on two-year colleges. The reader is institutional in focus for the following reasons: two year colleges comprise the largest segment of higher education; community and junior colleges provide specific academic, vocational, developmental, and community education programs that are the primary domain of two-year colleges; and the students in these institutions differ in a number of ways: they are often older, commute, and are more practically and vocationally oriented. The reader suggests that the terms community college, junior college, technical college, and two-year college all have a commonality. Each term speaks to different purposes, yet there has been little examination on whether this variation is greater within community colleges, or between them. The reader includes articles and papers in the following areas: (1) History, Philosophy, and Purpose; (2) Organization, Administration, and Finance; (3) Programs and Services; (4) Students; (5)

DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Drinking; Drug Use; Early Parenthood; Elementary Secondary Education; High School Graduates; Immunization Programs; Infant Mortality; Juvenile Justice; Mortality Rate; One Parent Family; Poverty; Prenatal Care; Preschool Education; *Social Indicators; Tables (Data); Trend Analysis; Violence; Welfare Services; *Well Being
IDENTIFIERS- Availability (Programs and Services); Child Mortality; *Indicators; *Kansas; Out of Home Care; Project Head Start

This Kids Count Data Book provides state and county trends in the well-being of Kansas' children. The statistical portrait is based on 21 indicators of well-being: (1) births to single teens; (2) children in poverty; (3) children approved for free school meals; (4) childhood deaths; (5) infant mortality; (6) births with early prenatal care; (7) kindergartners fully immunized by age two; (8) low birth weight babies; (9) Head Start participation; (10) child care availability; (11) high school graduates pursuing post-secondary education/training; (12) births to mothers with less than the high school degree; (13) students graduating from high school; (14) out-of-home placement; (15) teen violent deaths; (16) reported child abuse and neglect; (17) substantiated child abuse and neglect; (18) juvenile court filings; (19) youth who report using alcohol in past 30 days; (20) youth who report binge drinking; and (21) youth who have ever used drugs other than alcohol. The report's overview notes that childhood and teen violent deaths declined, but rates of low birth weight babies, births to single teens and to mothers with less than a high school diploma, and reported child abuse and neglect worsened. Following this overview, the first part of the data book discusses economic assistance and childhood poverty in Kansas, and provides information on using the data book. The next section presents a description of each indicator and an alphabetical listing of each county comparing base year data from 1995-98 and the current data from 1999. The next section, and bulk of the report, presents state and county statistics for each indicator. The book concludes with data notes and an explanation of sources. (SD)

ED 455 917 PS 029 644

Fox, Mem
Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever.
PUB DATE- 01
NOTE- 164p.; Illustrations by Judy Horacek.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; *Early Experience; Emergent Literacy; Parent Child Relationship; Parent Role; Parents as Teachers; *Preschool Children; *Reading Aloud to Others; *Reading Instruction; Reading Processes; Selection

Based on the view that the benefits of reading aloud are not widely recognized or sufficiently promoted, this book explains why reading aloud to young children has a strong emotional and intellectual impact on their ability to read and learn. The book begins with the recollection of how the author became aware of the effects of reading aloud on very young children.

based on current values, theories, and models of family functioning, and relationships between families and professionals across the life span; the framework reflects outcomes that early intervention could be expected to affect. Two broad types of family outcomes are proposed: (1) family perceptions of the early intervention experience; and (2) impact of early intervention on various domains of family life. Evaluation questions related to family perceptions include whether the family sees early intervention as appropriate in making a difference in their child's life and whether the family has a positive view of professionals and the special service system. Evaluation questions related to impact on domains of family life include whether early intervention enhanced the family's perceived ability to work with professionals and advocate for services, whether early intervention assisted the family in building a strong support system, and whether early intervention enhanced the family's perceived quality of life. The report concludes with a brief discussion of implications for policy and practice. (KB)

ED 455 935 PS 029 697

A Survey: Quality Practices. NCEDL Spotlights, No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpted from "Quality Practices and Barriers in Early Childhood Settings: A National Survey" by Diane Early, Richard Clifford, and Carollee Howes, a paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Practices; Educational Quality; *Preschool Education; *Preschool Teachers; Student Centered Curriculum; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Barriers to Implementation

This report summarizes findings from a national survey of 1,902 teachers of preschoolers regarding the extent to which they are able to engage in the educational practices they endorse. Teachers were given a list of 21 practices and asked to rate the extent to which each practice happened in their classroom and the extent to which they would want the practice to occur in a "perfect world." Findings indicate few discrepancies between reported practices and beliefs. There were significant differences in the extent to which teachers from various types of programs endorsed group-centered beliefs, that is, those that encourage all children to engage in the same activities at the same time and at the same pace. Teachers in public schools, Head Start centers, and other non-profit centers endorsed group-centered beliefs significantly less than teachers in religiously affiliated or for-profit settings. Teachers with more education endorsed group-centered beliefs less than those with less education. Teachers uniformly agreed that reading, math, science, and music activities should take place daily. All barriers to endorsed practices were given relatively low ratings. The report concludes that early childhood teachers largely see themselves as engaging in the practices that they endorse and that attention should be paid to changing teachers' knowledge and values to achieve child-centered practices. (KB)

ED 455 936 PS 029 698

them. The principles are: (1) active involvement; (2) social participation; (3) meaningful activities; (4) relating new information to prior knowledge; (5) being strategic; (6) engaging in self-regulation and being reflective; (7) restructuring prior knowledge; (8) aiming toward understanding rather than memorization; (9) helping students learn to transfer; (10) taking time to practice; (11) developmental and individual differences; and (12) creating motivated learners. (Contains 36 references.) (EV)

ED 455 956 PS 029 725

Back to School, Moving Forward: What "No Child Left Behind" Means for America's Families.
PUB DATE- 01
NOTE- 17p.; For the Spanish version, see PS 029 951.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Educational Change; *Educational Improvement; Elementary Secondary Education; *Federal Government; Government Role; Homework; *National Standards; Parent School Relationship; *Parent Student Relationship; *Public Policy; Standardized Tests
IDENTIFIERS- Bush (George W)

This pamphlet for parents in English presents the components of the "No Child Left Behind" policy of the George W. Bush administration. Prefaced with remarks by President Bush and Secretary of Education Rod Paige, the pamphlet discusses the importance of high academic standards and provides guidance for parents in interpreting test scores. The pamphlet also discusses how parents can hold their child's school accountable for results. In addition, the pamphlet discusses how parents can prepare their children to be strong readers and how parents can help children with homework. The pamphlet concludes with a list of Web site resources for obtaining additional information. (KB)

ED 455 957 PS 029 726

Wagner, Mary; Spiker, Donna; Gerlach-Downie, Suzanne; Hernandez, Frances
Parental Engagement in Home Visiting Programs--Findings from the Parents as Teachers Multisite Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Robert Wood Johnson Foundation, Princeton, NJ.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 00
NOTE- 73p.; With funding from the National Institute of Early Childhood Development and Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Child Rearing; *Home Visits; Parent Child Relationship; *Parent Education; *Parent Participation; Parenting Skills; Parents as Teachers; *Program Evaluation

This report presents the findings of a reassessment of an ongoing, multi-site evaluation of the Parents as Teachers (PAT)

(Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Community Development; Community Education; *Community Needs; *Disadvantaged Environment; Educational Strategies; Health Conditions; Housing; *Mexican Americans; Poverty; Rural Areas
IDENTIFIERS- *Colonias; Mexico United States Border

Colonias--unincorporated, low-income settlements endemic to the U.S. borderlands--have inadequate infrastructure and dismal living conditions, but also provide a creative solution to the housing dilemma faced by many border families. Colonias are most common in Texas and New Mexico, primarily as a result of weak rural planning laws, and are growing at a rate of about 10 percent per year. Colonias lack water, sewer, gas, and electric lines, but the land is cheap and houses are built piecemeal from available materials. Colonia residents have high rates of tuberculosis, typhoid, and hepatitis and do not have health insurance. Lack of potable water is a major problem. Dropout rates are high, educational attainment is low, and school bus service is not available in colonias. Nevertheless, enrollment at border schools is increasing annually by 5-10 percent, and education is the top priority of colonia residents. Agencies seeking to address colonia problems must form partnerships with residents, sustain agency presence in the community over the long term, and convince residents that agency programs will improve both living conditions and employment opportunities. Strategies are suggested for community outreach, development training, and service delivery. (SV)

ED 455 978 RC 022 630

Country Roads: Pathways to Better Education and Training for Rural and Remote Western Australia, 2000-2003.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Culturally Relevant Education; Distance Education; *Educational Objectives; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Geographic Isolation; High Risk Students; Higher Education; Indigenous Populations; Partnerships in Education; *Position Papers; Rural Areas; *Rural Education; School Community Relationship; Teacher Education; Teacher Recruitment
IDENTIFIERS- Aboriginal Australians; *Australia (Western Australia)

The Rural and Remote Education Advisory Council of Western Australia developed a 4-year plan to improve educational access, participation, and achievement by rural people of Western Australia. The plan outlines seven priorities: (1) ensuring that rural students are able to participate in quality education and training; (2) ensuring a broad cross-sectoral partnership approach to educational provision in rural Western Australia; (3) implementing strategies to recruit and retain qualified educational professionals; (4) meeting the needs of rural students at risk; (5) ensuring that cultural diversity, including Aboriginal cultural perspectives, is recognized and supported by rural education and training programs; (6) enhancing community involvement in and support for rural education and training; and (7) providing appropriate resources for all rural education and training programs. Each priority is accompanied by lists of strategies for reaching the objective

ED 455 996 RC 023 114

Dewalt, Mark W.
Amish Schools in the United States and Canada.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Amish; Compulsory Education; Court Litigation; Educational History; Elementary Education; Foreign Countries; *Multigraded Classes; *One Teacher Schools; *Private Schools; Rural Schools; *Self Determination
IDENTIFIERS- Ontario; United States

A 15-year study of Amish schools in the United States and Canada found that the number of Amish schools has grown dramatically from 1940 through the present. The Amish provide formal schooling only up to the eighth grade, after which adolescents are engaged in mastering a trade before entering into adulthood. The Amish once supported public schools, but when compulsory attendance beyond grade eight was enforced and consolidation required busing students to schools outside the community, the Amish resisted and started their own schools. Public school officials did not want to recognize Amish schools, which resulted in conflicts in several states. The Supreme Court ruled in 1972 that Amish children could not be forced to attend public schools beyond eighth grade. The Amish have significant impacts on rural education in 22 states and the province of Ontario. The Amish add cultural diversity to rural areas and they affect public school attendance and size by not participating. They preserve a part of rural public school history by buying public one-room schools and equipment, they preserve the one-teacher method of teaching, and they preserve an organizational oversight system through school boards for each school similar to that utilized by country schools of earlier decades. Twenty-five tables present numbers of Amish schools in 22 states and Ontario, numbers of Amish schools in the United States, and schools and communities visited. (Contains 25 references.) (TD)

ED 455 997 RC 023 115

Elder, Glen H., Jr.; Conger, Rand D.
Children of the Land: Adversity and Success in Rural America. Studies on Successful Adolescent Development.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Inst. of Mental Health (DHHS), Rockville, MD.; Spencer Foundation, Chicago, IL.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.; Iowa Agricultural and Home Economics Experiment Station, Ames.
PUB DATE- 00
NOTE- 393p.; With the collaboration of Valarie King, Lisa S. Matthews, Debra Mekos, Stephen T. Russell and Michael J. Shanahan. Foreword by Ross D. Parke. Iowa Youth and Families Project also supported by the Iowa Methodist Health Systems.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 456 013 RC 023 145

Howley, Craig
The Rural School Bus Ride in Five States: A Report to the Rural School and Community Trust.
PUB DATE- 01
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bus Transportation; Consolidated Schools; Disadvantaged; Elementary Education; Elementary School Students; *Elementary Schools; *High Risk Students; Poverty; *Rural Schools; School Surveys; Student Experience; Student Transportation
IDENTIFIERS- Arkansas; Georgia; *Home School Proximity; New Mexico; Pennsylvania; Washington

This report provides the first detailed picture of the features of the rural school bus ride. Data were provided by principals in 696 rural elementary schools in Arkansas, Georgia, New Mexico, Pennsylvania, and Washington--states chosen to represent diversity in region, locale, and ethnic composition. The literature commonly cites 30 minutes as the standard for maximum duration of the one-way school bus ride for elementary children. Results indicate that the longest ride exceeded this standard at 85 percent of schools surveyed and exceeded 60 minutes at 25 percent of schools. Long bus rides were frequently compounded by other dangerous or unpleasant features: 100 percent of students double-routed, rough-ride index higher than average, emergency training not conducted regularly, and some or all buses without communication devices. However, differences among states in this regard were very large, with Arkansas having consistently higher prevalence of these features and Washington and New Mexico having lower prevalence than other states. Burdensome features of the school bus ride were also more common in rural schools with high poverty or low minority enrollment. As rural schools have consolidated, they have become more centrally located, enrolled more students, and increased their geographic domain. Correlations between longest ride and size of attendance area are substantial. It would be logical to speculate that rural school consolidation produces longer average bus rides. (Contains 18 references, statistical data tables, and the survey instrument.) (SV)

ED 456 014 RC 023 150

Hernandez, Rudy; Siles, Marcelo; Rochin, Refugio I.
Latino Youth: Converting Challenges to Opportunities. JSRI Working Paper No. 50.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Disadvantaged Youth; *Educational Attainment; *Educational Needs; Employment Patterns; Ethnicity; *Hispanic Americans; Immigration; *Population Growth; Research Needs; *Socioeconomic Status; *Youth Problems
IDENTIFIERS- *Latinos

This paper examines demographic and socioeconomic data on the Latino population, focusing on characteristics of Latino youth.

math and science teaching, drawing conclusions about why teacher preparation needs reform, then outlining recommendations for accomplishing the most important goal. As a framework for addressing the task, the book advocates partnerships among school districts, colleges, and universities with contributions from scientists, mathematicians, teacher educators, and teachers. It then looks carefully at the status of the education reform movement and explores the motives for raising the bar for how well teachers teach and how well students learn. Also examined are important issues in teacher professionalism such as what teachers should be taught about their subjects, the utility of in-service education, the challenge of program funding, and the merits of credentialing. Professional development schools are reviewed and vignettes presented that describe exemplary teacher development practices. (Contains 225 references.) (ASK)

ED 456 035 SE 065 108

Mathematics Education in the Middle Grades: Teaching To Meet the Needs of Middle Grades Learners and To Maintain High Expectations. Proceedings of a National Convocation and Action Conferences (Washington, DC, September 25-27, 1998).
PUB DATE- 00
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Learning; *Mathematics Education; *Mathematics Instruction; Middle Schools; *Teaching Methods

In September 1998, the Math Science Education National Board held a convocation on middle grades mathematics that was co-sponsored by the National Council of Teachers of Mathematics (NCTM), the National Middle School Association (NMSA), and the American Educational Research Association (AERA). The convocation was structured to present the teaching of middle school mathematics from two points of view: teaching mathematics with a focus on the subject matter content, and teaching mathematics with a focus on the whole child and whole curriculum. This book discusses the challenges before the nation's mathematical sciences community to focus its energy on the improvement of middle grades mathematics education and to begin an ongoing national dialogue about middle grades mathematics education. Chapters include: (1) "Mathematics in the Middle: Building a Firm Foundation of Understanding for the Future" (Glenda Lappan); (2) "The Middle School Learner: Contexts, Concepts, and the Teaching Connection" (Thomas Dickinson); (3) "Reflections on Middle School Mathematics" (Nancy Doda); (4) "Mathematics Content and Learning Issues in the Middle Grades" (Kathleen Hart); (5) "Using Video of Classroom Practice as a Tool To Study and Improve Teaching" (Nanette M. Seago): (6) "Teaching and Learning Mathematics in the Middle Grades: Student Perspectives" (Linda Foreman); (7) "The Organization and Structure of Schools at the Middle Grades: A Principal's Perspective" (Adapted from the Transcript of Remarks by Stephen O. Gibson); (8) "The Organization and Structure of Schools at the Middle Grades: The Role of Development, Subject Matter, and Teacher Professional Development" (Mary Kay Stein); and (9) "Improving Achievement in the Middle Grades in Mathematics and Related Areas: Lessons from the Project on High Performance Learning Communities" (Robert D. Felner, Minsuk Shim, Steven Brand, Antoinette Favazza, and Anne Seitsinger). (ASK)

United States when the Declaration of Independence was written. Students work in groups to create their own pretend declaration of independence and develop a flag, national anthem, monuments, and plans for holidays. The student guide provides detailed instructions, suggested resources, and reflection questions. The teacher's notes describe the unit's purpose, its correlation to history/social science and language arts standards, and how to conduct the lesson, including management and assessment tips. (RJC)

ED 456 056   SO 031 540

Hengel, Madeleine S.; Shumer, Robert D.
Service-Learning and Evaluation: A Brief Review of Resources and Readings. A "Link" Piece: Connecting Theory with Practice.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Evaluation Methods; *Evaluation Problems; Evaluation Research; *Information Sources; Models; *Program Evaluation; *Service Learning; Theory Practice Relationship

This document provides some guidance to those who are exploring the connections between service-learning and evaluation. Categories are defined in the document by highlighting the following seven questions: (1) What do I need to know about the important issues involved in evaluating my service-learning program? (2) Do you have a model of evaluation I can look at? (3) Do you have an instrument I can use? (4) If you cannot send me the answer (an instrument or completed design), where can I go for help? (5) Are there studies that "prove" (usually quantitative studies) service-learning is effective? (6) What programs are out there for evaluation? and (7) Who has done evaluation/assessment of service-learning and how can I contact them? Common sources for obtaining the listings appear at the end of the document. (BT)

ED 456 057   SO 031 541

Hengel, Madeleine S.; Shumer, Robert
School-to-Work and Service Learning. A "Links" Piece, Connecting Theory and Practice.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Education Work Relationship; *Information Sources; *Service Learning; Skill Development; Student Needs; Student Participation; Theory Practice Relationship

This document is a brief review of resources and readings on Service-Learning and School-to-Work. Service-Learning (SL) and School-to-Work (STW) both extend learning beyond the classroom into real world contexts where broader problem-solving and

Water: Source of Health, Source of Illness. Water in Africa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 35p.; For related Water in Africa units, see SO 032 890-910.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Developing Nations; *Diseases; Ecological Factors; Foreign Countries; Human Geography; Intermediate Grades; Junior High Schools; Public Health; *Water
IDENTIFIERS- *Africa (West); Cameroon; Ghana; Guinea; Peace Corps; Togo; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. Noting that although water is needed to sustain life, it can also serve as a conduit of illness and even death, this unit, "Water: Source of Health, Source of Illness," examines the connections between water and disease in four West African countries. The unit aims for students in grades 5-8 to become familiar with general concepts related to water-borne illness by viewing photographs and reading vignettes collected from in-service Peace Corps volunteers. It culminates with students working in groups to devise a strategy to fight one water-borne illness in rural Africa. The unit suggests a timeframe, curricular areas, materials needed, standards, discussion questions, objectives, a detailed procedure, assessment information, and follow-up/enrichment activities. Attached are maps, photos, and vignettes from Cameroon, Togo, Ghana, and Guinea. (BT)

ED 456 079 SO 032 897

Cohen, Amy
Water: From Neglect to Respect. Water in Africa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 51p.; For related Water in Africa units, see SO 032 890-910.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Foreign Countries; *Geographic Regions; Human Geography; Intermediate Grades; Junior High Schools; *Water; *Water Resources
IDENTIFIERS- *Africa; *Lesotho; Peace Corps; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. This unit, "Water: From Neglect to Respect," aims to make students in grades 5-8 more aware of the ways in which they are dependent upon water to maintain their standards of living. By comparing water use in Lesotho to water use in the United States, students realize that they may be taking for granted a substance which is considered precious in other parts of the world. Activities develop students' graphing,

Florio-Ruane, Susan
Teacher Education and the Cultural Imagination: Autobiography, Conversation, and Narrative.
PUB DATE- 01
NOTE- 182p.; Foreword by Kathryn Au. Written with the assistance of Julie deTar.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autobiographies; Consciousness Raising; *Cultural Awareness; *Diversity (Student); Elementary Secondary Education; Ethnicity; Higher Education; Multicultural Education; Personal Narratives; Preservice Teacher Education; Self Concept; Student Teacher Attitudes; Teacher Educators
IDENTIFIERS- Book Clubs

This book argues for the importance of addressing the role of culture in the lives of student teachers. It explains how passionate dialogue in small groups about multicultural literature and autobiography can transform teachers' lives and practice, arguing for a broad and intellectual, yet practical and concrete, vision of teacher development in which teachers not only begin to explore issues of race and class, gender and culture, but also themselves as thinkers and articulate voices. The book describes how one teacher educator approaches culture by reading and discussing autobiographical literature with students. The 10 chapters are: (1) "Turning Inward To Begin Cultural Inquiry"; (2) "Talking and Thinking about Culture"; (3) "The Stories by Which We Teach"; (4) "Conversation and Narrative in the Future Teachers' Autobiography Club"; (5) "Inquiry into Autobiography and Conversation"; (6) "Narrating Culture in Book Talk"; (7) "Transformative Genres"; (8) "Difficult Conversations"; (9) "Culture across Texts and Contexts: The Literacy Circle"; and (10) "How Culture Matters." Sample Narratives are appended. (Contains references.) (SM)

ED 456 100   SP 040 180

Lai, Kwok-Wing, Ed.
E-Learning: Teaching and Professional Development with the Internet.
PUB DATE- 01
NOTE- 206p.; Published by University of Otago Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Faculty Development; *Information Technology; Inservice Teacher Education; *Internet; Teaching Methods
IDENTIFIERS- Web Sites

This book presents a collection of papers for teachers and teacher educators who are interested in using information and communication technology (ICT) in their teaching or professional learning. The 10 chapters are: (1) "Professional Development: Too Little, Too Generic?" (Kwok-Wing Lai); (2) "Professional Development for ICT-Using Teachers" (Keryn Pratt, Kwok-Wing Lai, and Philip Munro); (3) "Online Learning: An Alternative Way of Providing Professional Development for Teachers" (Ann Trewern and Kwok-Wing Lai); (4) "Developing an ICT Plan for Professional Development" (Ross Alexander, Janice Wilson, and Stephen Hovell); (5) "The World Wide Web: Educational Resources for Teachers and Students" (Ann Trewern); (6) "Development and Evaluation of Websites: A Case Study"

Achievement; Reading Achievement; School Districts; Schools; Scores; State Norms; *State Programs; Tables (Data); *Test Results; *Testing Programs

IDENTIFIERS- Arizona; *Arizona Student Assessment Program; *Stanford Achievement Tests

This is the 20th year of statewide student testing under the Arizona Student Achievement Program. To fulfill the requirements of the Arizona Revised Statutes, a nationally standardized norm-referenced achievement test in the subjects of reading, language arts, and mathematics was adopted and implemented in Arizona schools. For the 1999-2000 school year, students in grades 2 through 11 were tested using the Stanford Achievement Test, Ninth Edition (Stanford9). This test was administered statewide to 619,280 Arizona students in grades 2-11 during the Spring of 2000. Three subtests in the target academic content areas were administered to all students. This "State Report Appendix" provides school, district, county, and state level scores representing typical student performance on the 1999-2000 administration of the Stanford 9. Sections A, B, and C of the report provide separate scores, one for each subject area. The three scores cannot be averaged to provide one overall score for a school, school district, county, or the state. The scores are called "individual percentile rank scores," and they indicate the estimated percentage of students nationally scoring equal to or lower than the average performance indicated for a school, district, county, or state. One lengthy table is provided for each of the subject areas. (SLD)

ED 456 120   TM 033 177

Arizona's Instrument To Measure Standards: State Report of County, District and School Results, Spring 1999. Revised Edition.

PUB DATE- 00

NOTE- 110p.; For the Spring 2000 results on the Instrument To Measure Standards, see TM 033 178.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Academic Standards; Achievement Tests; *High School Students; High Schools; School Districts; Schools; State Programs; *Test Results; Testing Programs

IDENTIFIERS- *Arizona

This report contains results of Arizona's Instrument To Measure Standards, administered in grade 10 in Spring 1999 and reported in an updated version in this report of March 2000. For each high school, the following information is provided: (1) number of students in the summary; (2) the mean scale score; (3) the median score; and (4) the percent of students at each performance level, whether far below or approaching the standard, meeting the standard, or exceeding the standard. The results are presented in tabular form for reading and mathematics. (SLD)

ED 456 121   TM 033 178

AIMS State Report, Spring 2000.

PUB DATE- 00

NOTE- 441p.; For the 1999 results, see TM 033 177.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

whether or not the performance standards of one high-stakes state examination, the Massachusetts Comprehensive Assessment System (MCAS), are capricious. The MCAS appears to tap into information that is similar, but not identical, to other standardized tests. Several possible reasons for the unexplained variance are discussed. It is important to remember that the MCAS is not an unquestionable source of information about student performance and that different cut scores might provide different information to students about their accomplishments. In educational assessment, there is the fundamental problem that performance levels are based on cut scores, and cut scores are based on judgment. (Contains 11 endnotes.) (SLD)

ED 456 141   TM 033 203

Shore, Arnold; Madaus, George; Clarke, Marguerite
Guidelines for Policy Research on Educational Testing. NBETPP Statements, Volume 1, Number 4.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Policy; *Educational Research; *Policy Formation; Public Policy; *Research Utilization

To ensure that its studies are relevant to policy making, the National Board on Educational Testing and Public Policy (NBETPP) follows certain guidelines. These are discussed in the hope that they will make the work of NBETPP more understandable and useful. The first guideline is that to be policy relevant, research must take account of the concerns of policy formulators and reformulators, those who react to or reshape the policy. Research must take into account the full range of factors affecting a policy and lay out possibilities for action. A second guidelines is that studies of testing must describe in detail what actually takes place in testing programs to ensure that policymakers and those who implement policy have common starting points. The third guideline affirms that to be policy relevant, testing studies must generate realistic policy options for incremental change and present them along with policy alternatives. The fourth guideline indicates that research on testing policy must try to forecast the implications of policy options so that those who formulate, implement, and evaluate public policy programs will appreciate the dynamics of various policy alternatives. (SLD)

ED 456 142   TM 033 204

Russell, Michael; Plati, Tom
Mode of Administration Effects on MCAS Composition Performance for Grades Four, Eight, and Ten. A Report of Findings Submitted to the Massachusetts Department of Education. NBETPP Statements World Wide Web Bulletin.
SPONS. AGENCY- Massachusetts State Dept. of Education, Malden.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)

IDENTIFIERS- *Educational Indicators; *Organisation for Economic Cooperation Development

The educational indicators in this publication represent the consensus of professional thinking on how to measure the current state of education internationally. This year's edition brings the comparative review of educational systems to the end of the 1990s so that for the first time the indicators of the Organization for Economic Cooperation and Development (OECD) cover a complete decade. This edition includes new indicators on the contribution of education to changes in economic growth, trends in public and private payments for education as well as public subsidies for education and their beneficiaries, and participation in skill improvement by the employed population. It also contains indicators about the incentive structures governments use to attract and retain qualified teachers, the use of information technology in education, and trends in student achievement and inequality in literacy skills. Indicators are grouped into these chapters: (1) "Context of Education"; (2) "Financial and Human Resources Invested in Education"; (3) "Access to Education, Participation, and Progression"; (4) "The Learning Environment and Organisation of Schools"; (5) "Individual, Social and Labour Market Outcomes of Education"; and (6) "Learning Outcomes of Education." Three appendixes contain graphs and charts of typical graduation ages, basic reference statistics, and sources, methods, and technical notes. A glossary is included. (Contains 109 tables and 82 charts.) (SLD)

ED 456 162 TM 033 225

Schaeffer, Nora Cate; Seltzer, Judith A.; Dykema, Jennifer
Methodological and Theoretical Issues in Studying Nonresident Fathers: A Selective Review.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Divorce; *Fathers; *Participation; *Research Methodology; Sampling; Statistical Bias; *Surveys; *Theories
IDENTIFIERS- Noncustodial Parents

This paper reviews some of the principal methodological issues that arise in studying nonresident fathers using surveys, including sample frame, survey participation, and response error. The review focuses on issues involving divorced families. Results are highlighted from analyses of important national data sets and of local data sets that include a record-check component. The findings reviewed point to some of the challenges that arise when attempting to describe fathers' points of view using survey data. The most obvious is the challenge of improving participation rates among both fathers and mothers, but particularly among fathers and particularly among some subgroups of fathers, such as those who do not pay support. Nonparticipation bias is clearly an important issue for some estimates, such as the mean amount of child support paid. Although the evidence is less conclusive, it appears that nonparticipation bias may be less of a problem in estimating relationships among variables, such as the factors predicting child support payments. In addition to the problems raised by nonparticipation, the studies reviewed here suggest that for some variables, such as the amount of child support paid, response error may be more serious for fathers than for literacy sustained the black press, adding formal and social criticism to civil rights protestations and establishing the civil rights movement as a field of inquiry. The paper relates the impact of the movement's enduring legacy to changes in American society's status quo. (Contains 26 references.) (SM)

ED 456 181 UD 034 353

Ashelman, Polly; Dorsey-Gaines, Catherine
The "Southern Workman": A Resource for Documenting the Development of Early Care and Education in Virginia.
PUB DATE- 01
NOTE- 33p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Black Students; Black Teachers; *Blacks; *Early Childhood Education; Educational History; Equal Education; Females; Industrial Education; *Kindergarten; Private Education; Public Education; Racial Relations; School Desegregation; *Women Faculty
IDENTIFIERS- *African Americans; *Hampton Institute VA; United States (South)

Many published histories of education and early childhood care omit African Americans' contributions. Many African American women chose careers in teaching and social work after the Civil War. Their leadership throughout the 20th century significantly impacted early care and education. Since its inception in 1868, Virginia's Hampton Institute played a crucial role in training African American women. Its journal, the "Southern Workman" (1881-1929), provides information on the historical contributions of African American educators. The journal's goal was to promote understanding and respect between the races, chronicling achievements of its programs and graduates. Many articles trace the development of early care and education programs and the field's emergence as a professional career path for African American women. These writings reveal that African American educators were important in working for desegregation and equal education for all Virginia children. This paper describes the rise of industrial education; industrial education and Hampton Institute's kindergarten curriculum; public kindergarten for African Americans; private early care and education for African Americans; Hampton Institute's child development laboratory school; the emergence of standards for early care and education in Virginia; and establishment of the Virginia Association for Early Childhood Education (an integrated advocacy group). (Contains 40 references.) (SM)

ED 456 182 UD 034 354

Dixon, Gwendolyn
The Development of Course Content: Teaching Child Development from a Multicultural Perspective. Focus on African American Children.
PUB DATE- 01
NOTE- 19p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section)

outcomes and activities during college associated with having a diverse student body and faculty. (Contains 28 references.) (SM)

ED 456 200 UD 034 375

Ready, Timothy
The Impact of Affirmative Action on Medical Education and the Nation's Health.
PUB DATE- 01
NOTE- 16p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p205-219. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Civil Rights; *College Admission; *Diversity (Student); Educational Policy; Enrollment Trends; Higher Education; *Medical Education; *Minority Groups; Racial Segregation

This paper summarizes the history and impact of affirmative action in medical education. Affirmative action was introduced in the 1960s. From 1968-74, there was significant integration in medical education. The assassination of Martin Luther King was catalytic, and awareness of racial and class disparities in U.S. public health also spurred educators, the federal government, and the public to support efforts to increase the numbers of minority doctors. There was growing recognition that minorities were excluded from medicine and that the same minorities who traditionally experienced discrimination had the most acute medical needs and least access to care, thus creating a need for minority doctors. The federal government and private foundations helped medical schools' efforts to recruit, retain, and prepare minority medical students. Affirmative action initiatives of U.S. medical schools have been successful in three ways: (1) racial targeting dramatically increased minority enrollment; (2) the academic record of minorities in medical school has been good; and (3) minority physicians disproportionately serve disadvantaged patients. Project 3000 by 2000 is a campaign of U.S. medical schools to matriculate 3,000 under-represented minority students annually. After the project was launched, minority medical school enrollment increased 36 percent, then stabilized, then increased again in 1998. (Contains 39 endnotes.) (SM)

ED 456 201 UD 034 376

Daniel, Kermit; Black, Dan A.; Smith, Jeffrey
Racial Differences in the Effects of College Quality and Student Body Diversity on Wages.
PUB DATE- 01
NOTE- 12p.; In: Orfield, Gary, Ed., Diversity Challenged: Evidence on the Impact of Affirmative Action. Cambridge, Harvard Education Publishing Group, 2001. p221-231. See UD 034 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Blacks; *Diversity (Student); Economic Impact; *Educational Quality; Higher Education; Longitudinal Studies; *Racial Differences; School Effectiveness; Sex Differences; *Wages

Abernathy-Tabor, Michelle

Celebrating Our Connections through Water. Water in Africa.
25p. 1mf. L1 ED 456 083

Madagascar Adventure. Water in Africa.
23p. 1mf. L1 ED 456 082

Aby, Stephen H., Comp.

Academic Freedom: A Guide to the Literature. Bibliographies and Indexes in Education, Number 20.
225p. 0mf. L3 ED 455 743

Achilles, C. M.

The Varieties of Small Classes and Their Outcomes.
57p. 1mf. L2 ED 455 608

Acker-Hocevar, Michele

A Model of Power as Social Relationships: Teacher Leaders Describe the Phenomena of Effective Agency in Practice.
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Adkison, Stephen

Toward a Coevolution of Language Theories: Linking Composition with Brain and Language Studies.
22p. 1mf. L1 ED 455 527

Ahearn, Eileen

Public Charter Schools and Students with Disabilities. ERIC Digest E609.
4p. 1mf. L1 ED 455 656

Akers, Adrienne L.

Opening Doors through State Interagency Coordinating Councils: A Guide for Families, Communities, and States.

Texas School Law: A Practical Guide.
338p. 4mf. L2 ED 455 598

Camp, William E., Ed.

The Principal's Legal Handbook. Second Edition.
396p. 5mf. L2 ED 455 596

Campbell, Christine

A Study of Charter School Accountability: National Charter School Accountability Study.
414p. 5mf. L1 ED 455 563

Carabajal, Kayleigh

Critical Analysis of Models and Methods Used To Evaluate Online Learning Networks.
17p. 1mf. L1 ED 456 159

Carr-Chellman, Alison A.

Exploring Qualitative Methodologies in Online Learning Environments.
8p. 1mf. L1 ED 455 757

Carroll, Lynda

Improving Student Motivation through the Use of Active Learning Strategies.
75p. 1mf. L1 ED 455 961

Carvalho, Ana Amelia Amorim

How To Develop Cognitive Flexibility in a WWW Course.
9p. 1mf. L1 ED 455 763

Casas, J. Manuel

Do We Serve Equitably? Services Associated with Clinical Outcomes of Hispanic and Non-Hispanic White Youths with Emotional and/or Behavioral Disturbances in a System of Care. JSRI Occasional Paper No. 55.
14p. 1mf. L1 ED 455 988

Castellana, Christin

Effectiveness of High School Data Collection in Determining Program Guidelines for Drop-Out Prevention.
16p. 1mf. L1 ED 456 123

Castellano, Marlene Brant, Ed.

Aboriginal Education: Fulfilling the Promise.
296p. 0mf. L3 ED 456 012

Cates, Ward Mitchell

A Model for the Efficacious Use of Sound in Multimedia Instruction.
12p. 1mf. L1 ED 455 758

Celedon-Pattichis, Sylvia

Reading Instruction and the Kindergarten Student.
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Testing and Evaluating Student Achievement in Reading.
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Edin, Kathryn

Big Cities and Welfare Reform: Early Implementation and Ethnographic Findings from the Project on Devolution and Urban Change.
262p. 3mf. L1 ED 456 175

Edwards, Helen, Ed.

Lecturing: Case Studies, Experience and Practice. Case Studies of Teaching in Higher Education.
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Edwards, Keisha M.

Everyone's Guide to Successful Project Planning: Tools for Youth. Facilitator Guide.
131p. 2mf. L1 ED 456 118

Everyone's Guide to Successful Project Planning: Tools for Youth. Student Guide.
78p. 1mf. L1 ED 456 117

Elder, Glen H., Jr.

Children of the Land: Adversity and Success in Rural America. Studies on Successful Adolescent Development.
393p. 0mf. L3 ED 455 997

Elliott, Marc N.

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Learning Everywhere: Afterschool and Summer Programs for Youth. Satellite Town Meeting #71 (June 20, 2000). Videotape .
0p. 0mf. L3 ED 455 617

Department of Education, Washington, DC. Office of the Secretary.

Back to School, Moving Forward: What "No Child Left Behind" Means for America's Families.
17p. 1mf. L1 ED 455 956

El regreso a la escuela, Sigamos adelante: Lo que significa para las familias americanas "No dejar atras a ningun nino" (Back to School, Moving Forward: What "No Child Left Behind" Means for America's Families).
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Department of Health and Human Services, Washington, DC.

Strengthening the Role of Fathers in Families: Report on a Federal Conference.
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Design Science, Inc., Long Beach, CA.

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Economic Policy Inst., Washington, DC.

Changes in Federal Aid to State and Local Governments, as Proposed in the Bush Administration FY2002 Budget. Briefing Paper.
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Technology Counts 2001: The New Divides. Looking beneath the Numbers To Reveal Digital Inequities.
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Education Commission of the States, Denver, CO.

A Closer Look: State Policy Trends in Three Key Areas of the Bush Education Plan--Testing, Accountability and School Choice. Special Report.

Standards and Practices Advisory Council.

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MPR Associates, Berkeley, CA.

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National Academy of Sciences - National Research Council, Washington, DC. Center for Science, Mathematics, and Engineering Education.

Mathematics Education in the Middle Grades: Teaching To Meet the Needs of Middle Grades Learners and To Maintain High Expectations. Proceedings of a National Convocation and Action Conferences (Washington, DC, September 25-27, 1998).
255p. 3mf. L2 ED 456 035

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Knowing and Learning Mathematics for Teaching: Proceedings of a Workshop (March 19-21, 1995).
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National Association for Bilingual Education, Washington, DC.

NABE News, 2000-2001.
275p. 3mf. L1 ED 455 684

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Building Relationships: A Guide for New Mentors. National Mentoring Center Technical Assistance Packet #4.
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Quality Assurance in Higher Education: Proposals for Consultation.
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(072) Book/Product Reviews

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Picture Books That Teach Concepts in Science, Math, and Social Studies to Beginning Readers.
9p. L1 ED 455 499

Resources in Education (RIE). Volume 37, Number 1.
p. L2 ED 455 359

School-to-Work and Service Learning. A "Links" Piece, Connecting Theory and Practice.
15p. L1 ED 456 057

Second Language Literacy. ARIS Bibs.
10p. L1 ED 455 713

Service-Learning and Evaluation: A Brief Review of Resources and Readings. A "Link" Piece: Connecting Theory with Practice.
14p. L1 ED 456 056

(132) Reference Materials - Directories/Catalogs

The Adult Education and Family Literacy Act Section 223 State Leadership Report, Program Year 1999-2000. Ohio's ABLE (Adult Basic and Literacy Education).
161p. L1 ED 455 424

Basic Education and Policy Support Activity: Tools and Publications.
26p. L1 ED 456 069

Bears' Guide to the Best Education Degrees by Distance Learning: A Guide to Over 350 Accredited Distance-Learning Degree and Credential Programs for the Aspiring Teacher and Working Educator.
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CS014457	ED455510
CS014458	ED455511
CS014459	ED455512//
CS217482	ED455513//
CS217607	ED455514
CS217609	ED455515
CS217611	ED455516
CS217612	ED455517
CS217614	ED455518
CS217615	ED455519
CS217616	ED455520
CS217638	ED455521
CS217639	ED455522
CS217642	ED455523
CS217643	ED455524
CS217644	ED455525
CS217645	ED455526
CS217648	ED455527
CS217649	ED455528
CS217651	ED455529
CS217652	ED455530
CS217653	ED455531
CS217654	ED455532
CS217655	ED455533
CS217656	ED455534
CS217657	ED455535
CS217658	ED455536
CS217659	ED455537

CS217660	ED455538
CS217666	ED455539
CS217671	ED455540
CS217672	ED455541
CS510569	ED455542
CS510570	ED455543
CS510588	ED455544
CS510591	ED455545
CS510594	ED455546
CS510595	ED455547
CS510597	ED455548
CS510599	ED455549
CS510601	ED455550
CS510602	ED455551
CS510603	ED455552

EA - Educational Management

EA030734	ED455553
EA030805	ED455554
EA030996	ED455555
EA031036	ED455556//
EA031076	ED455557
EA031077	ED455558
EA031078	ED455559
EA031079	ED455560
EA031080	ED455561
EA031083	ED455562
EA031084	ED455563
EA031087	ED455564
EA031092	ED455565
EA031093	ED455566
EA031094	ED455567
EA031095	ED455568
EA031096	ED455569
EA031097	ED455570
EA031099	ED455571
EA031106	ED455572
EA031107	ED455573
EA031108	ED455574
EA031109	ED455575
EA031110	ED455576
EA031112	ED455577
EA031114	ED455578
EA031115	ED455579
EA031119	ED455580
EA031138	ED455581
EA031139	ED455582
EA031140	ED455583
EA031141	ED455584
EA031142	ED455585
EA031143	ED455586
EA031144	ED455587
EA031145	ED455588
EA031148	ED455589//
EA031149	ED455590
EA031150	ED455591
EA031151	ED455592
EA031153	ED455593
EA031154	ED455594
EA031155	ED455595
EA031172	ED455596
EA031173	ED455597
EA031174	ED455598

EA031175	ED455599//
EA031176	ED455600
EA031178	ED455601//
EA031179	ED455602
EA031180	ED455603
EA031181	ED455604
EA031182	ED455605
EA031183	ED455606
EA031205	ED455607
EA031206	ED455608
EA031208	ED455609
EA031211	ED455610
EA031212	ED455611
EA031214	ED455612
EA031215	ED455613
EA031232	ED455614//
EA031233	ED455615//
EA031236	ED455616//
EA031237	ED455617//
EA031238	ED455618//
EA031257	ED455619

EC - Disabilities and Gifted Education

EC308491	ED455620
EC308492	ED455621
EC308493	ED455622
EC308494	ED455623
EC308495	ED455624
EC308496	ED455625
EC308498	ED455626
EC308499	ED455627
EC308500	ED455628
EC308501	ED455629
EC308502	ED455630
EC308503	ED455631
EC308520	ED455632
EC308521	ED455633
EC308522	ED455634
EC308523	ED455635
EC308524	ED455636
EC308525	ED455637
EC308526	ED455638
EC308527	ED455639
EC308528	ED455640
EC308529	ED455641
EC308530	ED455642
EC308531	ED455643//
EC308532	ED455644
EC308533	ED455645
EC308534	ED455646
EC308535	ED455647
EC308536	ED455648
EC308537	ED455649//
EC308538	ED455650
EC308539	ED455651//
EC308540	ED455652//
EC308541	ED455653//
EC308542	ED455654
EC308543	ED455655
EC308544	ED455656
EC308545	ED455657
EC308546	ED455658
EC308547	ED455659

EC308548	ED455660
EC308549	ED455661//
EC308550	ED455662//
EC308628	ED455663
EC308629	ED455664
EC308630	ED455665
EC308631	ED455666

EF - Eric Facility

EF005154	ED455667
EF005856	ED455668
EF005918	ED455669
EF005956	ED455670
EF005969	ED455671
EF005973	ED455672
EF005974	ED455673
EF005975	ED455674
EF005976	ED455675//
EF005977	ED455676
EF005978	ED455677
EF005979	ED455678
EF005980	ED455679
EF005993	ED455680

FL - Language and Linguistics

FL026769	ED455681
FL026803	ED455682
FL026811	ED455683
FL026815	ED455684
FL026820	ED455685
FL026821	ED455686//
FL026822	ED455687//
FL026823	ED455688
FL026824	ED455689
FL026825	ED455690
FL026826	ED455691
FL026829	ED455692
FL026830	ED455693
FL026831	ED455694
FL026832	ED455695
FL026833	ED455696//
FL026834	ED455697//
FL026835	ED455698
FL026843	ED455699
FL026844	ED455700
FL026845	ED455701
FL026846	ED455702//
FL026847	ED455703
FL026857	ED455704
FL026858	ED455705
FL026859	ED455706
FL026860	ED455707
FL026867	ED455708
FL026868	ED455709
FL026869	ED455710
FL026870	ED455711
FL801449	ED455712
FL801450	ED455713

HE - Higher Education

HE034168	ED455714//

HE034169	ED455715//
HE034170	ED455716//
HE034171	ED455717//
HE034172	ED455718
HE034174	ED455719
HE034175	ED455720
HE034176	ED455721
HE034177	ED455722
HE034178	ED455723
HE034180	ED455724
HE034181	ED455725
HE034182	ED455726//
HE034183	ED455727
HE034184	ED455728
HE034185	ED455729
HE034186	ED455730
HE034187	ED455731
HE034188	ED455732
HE034191	ED455733
HE034193	ED455734
HE034194	ED455735
HE034196	ED455736
HE034199	ED455737//
HE034200	ED455738//
HE034201	ED455739//
HE034206	ED455740
HE034207	ED455741
HE034213	ED455742//
HE034214	ED455743//
HE034215	ED455744
HE034217	ED455745//
HE034219	ED455746//
HE034220	ED455747
HE034222	ED455748
HE034223	ED455749
HE034224	ED455750
HE034225	ED455751
HE034226	ED455752
HE034227	ED455753
HE034228	ED455754
HE034229	ED455755

IR - Information and Technology

IR020712	ED455756
IR020713	ED455757
IR020714	ED455758
IR020715	ED455759
IR020716	ED455760
IR020717	ED455761
IR020718	ED455762
IR020719	ED455763
IR020720	ED455764
IR020721	ED455765
IR020722	ED455766
IR020723	ED455767
IR020724	ED455768
IR020725	ED455769
IR020726	ED455770
IR020727	ED455771
IR020728	ED455772
IR020729	ED455773
IR020730	ED455774
IR020731	ED455775

IR020732	ED455776
IR020733	ED455777
IR020734	ED455778
IR020735	ED455779
IR020736	ED455780
IR020737	ED455781
IR020738	ED455782
IR020739	ED455783
IR020740	ED455784
IR020741	ED455785
IR020742	ED455786
IR020743	ED455787
IR020744	ED455788
IR020745	ED455789
IR020746	ED455790
IR020747	ED455791
IR020748	ED455792
IR020749	ED455793
IR020750	ED455794
IR020751	ED455795
IR020752	ED455796
IR020753	ED455797
IR020754	ED455798
IR020755	ED455799
IR020756	ED455800
IR020757	ED455801
IR020758	ED455802
IR020759	ED455803
IR020760	ED455804
IR020761	ED455805
IR020762	ED455806
IR020763	ED455807
IR020764	ED455808
IR020765	ED455809
IR020766	ED455810
IR020767	ED455811
IR020768	ED455812
IR020769	ED455813
IR020770	ED455814
IR020771	ED455815
IR020772	ED455816
IR020773	ED455817
IR020774	ED455818
IR020775	ED455819
IR020776	ED455820
IR020777	ED455821
IR020778	ED455822
IR020779	ED455823
IR020780	ED455824
IR020781	ED455825
IR020782	ED455826
IR020783	ED455827
IR020851	ED455828
IR020852	ED455829
IR020853	ED455830
IR020854	ED455831
IR020855	ED455832
IR020856	ED455833
IR020857	ED455834
IR020858	ED455835
IR020860	ED455836
IR020861	ED455837
IR020862	ED455838
IR020863	ED455839

IR058177	ED455840
IR058178	ED455841//
IR058179	ED455842//
IR058180	ED455843
IR058181	ED455844//
IR058182	ED455845//
IR058183	ED455846//
IR058185	ED455847
IR058186	ED455848
IR058187	ED455849
IR058188	ED455850
IR058189	ED455851

JC - Community Colleges

JC000673	ED455852
JC010155	ED455853
JC010403	ED455854
JC010443	ED455855
JC010452	ED455856
JC010515	ED455857
JC010533	ED455858
JC010534	ED455859
JC010535	ED455860
JC010536	ED455861
JC010537	ED455862
JC010538	ED455863
JC010539	ED455864
JC010540	ED455865
JC010541	ED455866
JC010542	ED455867
JC010543	ED455868
JC010544	ED455869
JC010545	ED455870
JC010546	ED455871
JC010547	ED455872
JC010548	ED455873
JC010549	ED455874
JC010550	ED455875
JC010551	ED455876
JC010552	ED455877
JC010553	ED455878
JC010554	ED455879
JC010556	ED455880
JC010558	ED455881
JC010562	ED455882
JC010563	ED455883
JC010564	ED455884
JC010565	ED455885
JC010566	ED455886
JC010567	ED455887
JC010568	ED455888
JC010569	ED455889
JC010570	ED455890
JC010571	ED455891
JC010574	ED455892
JC010575	ED455893//
JC010576	ED455894
JC010577	ED455895//
JC010578	ED455896
JC010579	ED455897//
JC010580	ED455898
JC010583	ED455899
JC010584	ED455900

JC010585	ED455901
JC010586	ED455902
JC010587	ED455903

PS - Elementary and Early Childhood Education

PS029069	ED455904
PS029499	ED455905
PS029605	ED455906
PS029606	ED455907
PS029608	ED455908
PS029609	ED455909
PS029615	ED455910
PS029620	ED455911
PS029625	ED455912
PS029626	ED455913
PS029627	ED455914
PS029641	ED455915//
PS029642	ED455916
PS029644	ED455917//
PS029652	ED455918
PS029653	ED455919
PS029654	ED455920
PS029655	ED455921
PS029659	ED455922//
PS029666	ED455923
PS029668	ED455924
PS029669	ED455925
PS029670	ED455926
PS029671	ED455927
PS029672	ED455928
PS029673	ED455929
PS029687	ED455930
PS029688	ED455931
PS029694	ED455932
PS029695	ED455933
PS029696	ED455934
PS029697	ED455935
PS029698	ED455936
PS029699	ED455937
PS029700	ED455938
PS029701	ED455939
PS029702	ED455940
PS029703	ED455941
PS029704	ED455942
PS029705	ED455943
PS029706	ED455944
PS029707	ED455945
PS029708	ED455946
PS029709	ED455947
PS029710	ED455948
PS029711	ED455949
PS029712	ED455950
PS029714	ED455951
PS029715	ED455952
PS029718	ED455953
PS029723	ED455954
PS029724	ED455955
PS029725	ED455956
PS029726	ED455957
PS029727	ED455958
PS029728	ED455959
PS029729	ED455960
PS029730	ED455961

PS029731	ED455962
PS029732	ED455963
PS029734	ED455964//
PS029737	ED455965
PS029739	ED455966
PS029740	ED455967
PS029741	ED455968
PS029742	ED455969
PS029743	ED455970
PS029746	ED455971
PS029776	ED455972
PS029777	ED455973
PS029778	ED455974
PS029794	ED455975
PS029951	ED455976

RC - Rural Education and Small Schools

RC022619	ED455977
RC022630	ED455978
RC022682	ED455979
RC022695	ED455980
RC022804	ED455981
RC022989	ED455982
RC023088	ED455983
RC023089	ED455984
RC023090	ED455985
RC023091	ED455986
RC023095	ED455987
RC023101	ED455988
RC023102	ED455989
RC023103	ED455990
RC023105	ED455991
RC023106	ED455992
RC023107	ED455993
RC023109	ED455994
RC023110	ED455995
RC023114	ED455996
RC023115	ED455997//
RC023116	ED455998
RC023117	ED455999
RC023118	ED456000
RC023119	ED456001
RC023120	ED456002
RC023121	ED456003
RC023126	ED456004
RC023129	ED456005
RC023131	ED456006
RC023132	ED456007//
RC023133	ED456008
RC023134	ED456009
RC023138	ED456010//
RC023139	ED456011//
RC023140	ED456012//
RC023145	ED456013
RC023150	ED456014
RC023151	ED456015
RC023161	ED456016
RC023166	ED456017
RC023167	ED456018//
RC023168	ED456019
RC023169	ED456020//

SE - Science, Mathematics, and Environmental Education

SE063526	ED456021
SE064907	ED456022
SE064944	ED456023
SE064955	ED456024
SE064956	ED456025
SE064959	ED456026//
SE065053	ED456027
SE065060	ED456028
SE065064	ED456029
SE065068	ED456030
SE065081	ED456031
SE065084	ED456032
SE065105	ED456033//
SE065107	ED456034
SE065108	ED456035
SE065110	ED456036
SE065134	ED456037//
SE065148	ED456038//
SE065150	ED456039
SE065153	ED456040
SE065154	ED456041
SE065155	ED456042
SE065156	ED456043
SE065157	ED456044
SE065158	ED456045
SE065161	ED456046//
SE065162	ED456047

SO - Social Studies/Social Science Education

SO030792	ED456048
SO031394	ED456049//
SO031415	ED456050
SO031527	ED456051
SO031528	ED456052
SO031529	ED456053
SO031530	ED456054
SO031531	ED456055
SO031540	ED456056
SO031541	ED456057
SO031564	ED456058
SO031567	ED456059
SO031573	ED456060
SO031574	ED456061
SO031640	ED456062
SO031690	ED456063//
SO031854	ED456064
SO031856	ED456065
SO031886	ED456066
SO031903	ED456067//
SO031920	ED456068
SO032453	ED456069
SO032469	ED456070
SO032470	ED456071
SO032471	ED456072
SO032472	ED456073
SO032473	ED456074
SO032476	ED456075
SO032494	ED456076
SO032895	ED456077
SO032896	ED456078
SO032897	ED456079
SO032898	ED456080

SO032899	ED456081
SO032900	ED456082
SO032901	ED456083
SO032902	ED456084
SO032923	ED456085
SO032927	ED456086
SO032928	ED456087
SO032946	ED456088
SO032947	ED456089
SO032949	ED456090
SO032950	ED456091
SO032951	ED456092

SP - Teaching and Teaching Education

SP040091	ED456093
SP040144	ED456094
SP040175	ED456095
SP040176	ED456096
SP040177	ED456097
SP040178	ED456098
SP040179	ED456099//
SP040180	ED456100//
SP040181	ED456101
SP040184	ED456102
SP040185	ED456103
SP040186	ED456104
SP040187	ED456105
SP040188	ED456106
SP040190	ED456107
SP040191	ED456108
SP040192	ED456109
SP040193	ED456110
SP040194	ED456111
SP040195	ED456112
SP040196	ED456113
SP040197	ED456114
SP040198	ED456115
SP040268	ED456116
SP040271	ED456117
SP040272	ED456118

TM - Assessment and Evaluation

TM033176	ED456119
TM033177	ED456120
TM033178	ED456121
TM033179	ED456122
TM033180	ED456123
TM033181	ED456124
TM033182	ED456125
TM033183	ED456126
TM033184	ED456127
TM033185	ED456128
TM033186	ED456129
TM033187	ED456130
TM033188	ED456131

TM - Assessment and Evaluation (continue)

TM033189	ED456132
TM033190	ED456133
TM033191	ED456134
TM033193	ED456135
TM033195	ED456136